



**Republic of Turkey
Burdur Mehmet Akif Ersoy University
Institute School of Educational Science
Department of Foreign Language Education
English Language Teaching M.A. Program**

**THE EFFECTS OF PRE-READING ACTIVITIES IN L1 AND
L2 ON B1 LEVEL EFL LEARNERS' READING
COMPREHENSION**

**Aysem ÖKTEM
A Master's Thesis**

**Thesis Supervisor
Prof. Dr. Ferit KILIÇKAYA**

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**BURDUR MAKÜ EĞİTİM
BİLİMLERİ ENSTİTÜSÜ**

**YÜKSEK LİSANS JÜRİ ONAY
FORMU**

Burdur M.A.K.Ü Eğitim Bilimleri Enstitüsü Yönetim Kurulu'nun tarih ve sayılı kararıyla oluşturulan jüri tarafından tarihinde tez savunma sınavı yapılan **AYSEM ÖKTEM**'in "**The Effects of Pre-Reading Activities in L1 and L2 on B1 Level EFL Learners' Reading Comprehension**" konulu tez çalışması Anabilim Dalında YÜKSEK LİSANS tezi olarak kabul edilmiştir.

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BİLDİRİM

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AYSEM ÖKTEM

Tarih

İmza

**to the Founder of the Turkish Republic,
Mustafa Kemal Atatürk and his friends**



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ÖZ

Bu çalışmanın amacı anadilde ve ikinci dilde yapılan okuma öncesi aktivitelerin yabancı dil olarak İngilizce öğrenen öğrencilerin okuduğunu anlamasına etkisini incelemek ve öğrencilerin görüşünü almaktır. Yapılan kaynak taraması, ikinci dilde okuma öncesi aktivitelerinde anadil ile yapılmasına dair çalışmaların eksikliğini göstermiştir. Bu çalışmanın önemi, okuma öncesi aktivitelerin Burdur'daki özel ortaokul öğrencileriyle yapılacak ilk çalışma olmasıdır. Katılımcılar bu çalışma için öncelikle bir ön teste tabi tutulmuş ve sonuçlara bağlı olarak deney ve kontrol grubu olmak üzere homojen iki gruba ayrılmıştır. Daha sonra deney grubunda okuma öncesi aktiviteler anadilde yapılırken kontrol grubunda İngilizce olarak yapılmıştır. Her iki gruptan elde edilen sonuçlar istatistiksel açıdan incelendi. Ayrıca, bu çalışma, katılımcılardan deneysel çalışma sonunda çalışmanın süreciyle ilgili geri dönüt almak için sıralı gömülü öğretim modelinden oluşmaktadır. Öğrencilerin geri dönütleri sonraki çalışmalara öngörü oluşturma amacıyla toplanmıştır. Bu çalışmadaki bulgular, deney grubu katılımcıları anadilde yapılan okuma öncesi aktiviteleri derse daha fazla katılımcı olunması konusunda olumlu bulurken kontrol grubundaki katılımcıların ikinci dilde yapılan okuma öncesi aktiviteleri telaffuz ve kelime bilgisini geliştirmek için yararlı bulduğunu ortaya çıkmıştır. Ayrıca, çalışma sonunda ise aktiviteler boyunca gerçekleşen tüm bulgular, gelişimler, olasılıklar ve olası artışlar belirtildi.

Anahtar Kelimeler: Anadil kullanımı, Arka plan bilgisi, Okuduğunu anlama, Okuma öncesi aktivite, Yabancı dil olarak İngilizce.

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**The Effects of Pre-Reading Activities in L1 and L2 on Reading
Comprehension
(Master Thesis)**

Aysem ÖKTEM

ABSTRACT

The purpose of this study is to investigate the effects of pre-reading activities in L1 and L2 on B1 EFL students' reading comprehension and to determine the students' views. The conducted literature review indicates a lack of research on the use of L1 in L2 pre-reading activities. The significance of this study is that it was the first research to be conducted with the secondary school students at a private school in Burdur, Turkey. The participants were divided into two groups: experimental and control groups. The homogeneity of the learners' overall proficiency was determined by a proficiency test (pre-test) conducted before the study. While pre-reading activities were conducted in L1 for experimental group, these activities were conducted in L2 for control group. The data collected from two groups were statistically analyzed. In addition, this study consisted of sequential embedded teaching design to get feedback from the participants about the process of the study at the end of the experimental study. Students' feedback was collected for the purpose of building foresight for further similar studies. The findings in this study indicated that there were no significant differences between the learners' overall reading scores when pre-reading activities were conducted in L1 or L2. It was also revealed that the experimental group participants found the pre-reading activities in L1 positive to become more persuading to participate in the lessons while the control group found the pre-reading activities in L2 useful to improve their pronunciation and their vocabulary knowledge. Additionally, all the findings improvements, raise in willingness and opportunities during the activities were stated at the end of the study.

Key Words: Activating background knowledge, L1 usage in reading, Pre-reading activities, Reading Comprehension, TEFL.

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LIST OF ABBREVIATIONS

CS	: Communication Skills
EFL	: English as a Foreign Language
ELT	: English Language and Teaching
ESL	: English as a Second Language
GLOB	: Global Reading Strategies
L1	: First Language
L2	: Second Language
MC	: Multiple Choice
PROB	: Problem Solving Reading Strategies
SPSS	: Statistical Package for the Social Sciences
TAR	: Think After Reading
TBR	: Think Before Reading
TEFL	: Teaching English as a Foreign Language
TWR	: Think While Reading

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CHAPTER I

INTRODUCTION

The study aimed at investigating the effects of pre-reading activities in L1 and L2 on reading comprehension activities on English as a Foreign Language (EFL) class. Learners obtain information in a variety of ways throughout their life, and according to Beydoğan (2010), it can be stated that one of the ways to acquire new information can be done through reading. Thus, reading and comprehension skills can be accepted as the leading skills to be used throughout human life. This chapter discussed the importance of reading skill in EFL classes, the problems that have taken the lead for this study, the purpose of this study and the significance of the study.

1.1. Background to the Study

In the recent years, rather than providing information to learners directly, teaching how to reach information has been accepted as a better way of learning (Kartal, 2012). However, how to teach learners might be more important than what to teach them in this process. In this sense, education aims not only to train learners that can have ideas about all the topics or solve all the problems, but also bring up learners that can query, observe and have the ability of critical thinking. Thus, these learners need to be educated and acquire high-level mental process skills in order to become qualified people.

Learners need to understand what they read to achieve the main objectives of education. Reading comprehension is one of the basic goals of the EFL process (Razı, 2011); however, it is not the goal that should be achieved for Teaching English as a Foreign Language (TEFL) process. Learners should understand what they read in order to be successful in different fields at any educational level. If one has difficulty in reading comprehension, s/he will have difficulty in opportunity in her/his own career (Kanmaz, 2012). Thus, it is believed that strategic reading has been one of the useful ways to overcome the difficulty in reading comprehension.

It is expected that practicing reading strategies at the beginning of the EFL will lead learners to adopt positive attitudes towards reading and to improve their reading comprehension. Therefore, reading must be given due attention in the language classes (Anderson, 1999) because it is suggested that learners can make more meaningful reading via reading strategies in the classroom because of their essential high-level thinking skills usage.

In the field of EFL, it is proposed that learners should learn a language to communicate rather than to learn about the grammar rule (Chamot, 2018). Thus, in the language class communication is provided in the target language, and almost all activities such as reading comprehension activity are in the target language as well. However, it cannot be said that all the students in the class are able to adapt the lesson while activities (especially, pre-reading activities) are carried out in the second language at the beginning of the lesson. Therefore, this study aims to specify the effects of pre-reading activities in L1 and L2 on B1 EFL students' reading comprehension and these student' perspectives towards the study as well.

1.2. Statement of the Problem

Reading should be done in an ideal classroom that can be described as relaxing and suitable for reading (House, 1997) since it can affect students' reading and reading comprehension. If learners know how to learn and build knowledge, a suitable learning environment can be created (Sidekli, 2017). For this reason, the necessity of many studies aimed at improving reading and reading comprehension is emphasized and reading's importance increases.

Reading in the classroom generally consists of three basic stages: Pre-reading, while-reading and post-reading. Pre-reading includes activities to get learners ready for reading and aims to motivate the students and activate their background knowledge for the content to be introduced in the text. While-reading, on the other hand, covers activities to help learners understand the text better and aims to make the text more understandable. The last stage, post-reading, includes activities that aim to check whether the students have understood the text or not. It can be stated that while-reading and post- reading activities aim to help learners understand better since these activities are more related to the text and comprehension.

However, pre-reading activities aim to get the students ready for the text. In other words, while-reading and post-reading activities affect learner comprehension; however, pre-reading activities affect learners' motivation and willingness to read (Kanmaz, 2012), which might be considered the first step to comprehend the text. However, according to Notion (2010), there are many factors especially for reading L2, which affect learning a language process. For example, the readers' background knowledge including some funds is one of the important effects to read a text effectively (Ferlazzo & Sypnieski, 2018). Therefore, this research aims to investigate the effects of pre-reading activities in L1 and L2 on reading comprehension and the student' perspectives towards the study as well.

1.3. Significance of the Study

Reading is a continuum that a lot of information is being processed in people's brains contemporaneously. While reading, different perspectives are opened up for people's brains to comprehend. Moreover, it can be said that reading and comprehension skills have a very important role in human life. Hence, many studies have illustrated that a reader's background knowledge has many vital effects on reading comprehension, and there are several techniques for activating learners' prior knowledge such as visuals, pre-reading discussions, KWL chart etc. However, the conducted literature review has indicated a lack of research on the use of L1 in L2 pre-reading activities. The purpose of this study is to investigate the effects of pre-reading activities in L1 and L2 on B1 EFL learners' reading comprehension. The significance of this study is also that it is the first study that has been conducted with the secondary school students at a private school in Burdur, Turkey. In addition, it could be said that this study might contribute to the field of EFL about using L1 for reading skill rather than teaching grammar. It is believed that this study might emphasize pre-reading activities' importance on reading comprehension and provide ideas for ones who would like to design a new study about the effects of while-reading and post-reading activities on reading comprehension.

1.4. Definition of Important Terms

L1: a language that one learns from birth; “*mother tongue or native language of one*” (Mizza, 2014, p. 101).

L2: a language is learnt later or a foreign language that is not a mother tongue (Mizza, 2014).

Reading: a physical activity to scan written symbols such as punctuation marks by using our eyes and the words are converted by using our brain to understand the meaning of the words. In other words, reading is a way to improve someone for social, economic and civic life (Kormos & Csizer, 2014).

Reading skill: an ability to see the words and understand what they mean in that language.

Reading Strategy: a technique or behavior to understand the text more effectively and efficiently such as *bottom-up*, *top-down*, *metacognitive* and *socioaffective* strategies (Warnick, 1996).

Pre-reading stage: the process in which activities aim to reveal the theme, concept and start-up vocabulary before the text (Grenfell & Harris, 2017). In addition, pre-reading activities get the readers ready for the text.

While-reading stage: the process in which activities aim to help the readers understand the text better while reading. In addition, while-reading activities help the readers to focus more on the text.

Post-reading stage: the process in which activities aim to check whether the readers understand the text or not. In addition, post-reading activities provide the readers analyze the text better, a way to summarize the text and get a deeper understanding of ideas in the text as well.

1.5. Assumptions

The current study assumes that the participants of the study represent the majority of 6th grade students in Turkey. This study also assumes that the participants contributed to the study through their views objectively and voluntarily.

1.6. Limitations of the Study

There are several limitations of the current study. The first limitation of this study is that the study was conducted in a private school in Burdur, and only 6th grade students (from the Communication Skills lessons) at this school were accepted as participants as well. The second limitation was the limited number of the students in both groups because the number of the students in each class was between 15 and 18. The third limitation concerns the materials used for the study. The book “Integrate 3” had already been chosen by English council in the school. Thus, pre-reading activities, post-reading activities, and the texts could not have been changed not to disturb the following of curriculum. Moreover, this study focused only on reading comprehension, failing to consider other aspects such as fluency, pronunciation, and learner interests. Finally, although a delayed test was going to be planned for both groups at the beginning of the second term, it could not be conducted since the classes of participants were changed and the researcher had to leave the institution.

CHAPTER II

LITERATURE REVIEW

Since reading can be accepted as an irreplaceable skill in the foreign language classes (Nazlı, 2012), many studies on reading have been conducted on improving reading skill in L2 and understanding of reading and teaching reading process. Therefore, there are many studies on reading skill all around the world. This chapter presents a review of the related studies in literature. This chapter starts with a review of language skills and the case of reading, reading comprehension and its importance as well. Following this, reading strategies and reading stages are represented in this chapter. Lastly, this chapter reviews the contribution of reading on developing language skills.

2.1. Theoretical Framework and Related Studies

2.1.1. Language skills. Language determines the communication ability and ability to use language as a thinking and communication tool. Therefore, in defining the concept of language, several features should be considered such as conventional quality, sequential chart, abstraction and concreteness since language is the most competent tool of understanding and expression (Bielak & Mystkowska-Wiertelak, 2018). According to Oxford (2003), there are four basic skills (or communicative functions) of the language;

- Listening is an active process that aims to make sense of what we hear (Yeldham, 2018),
- Speaking is an interactive process including producing, receiving and processing information to construct meaning (Brown & Lee, 2001),
- Reading is an effective process that enlarges the knowledge capacity of human beings, forms their ideas and convictions and gives them personality (Epçaçan, 2013),
- Writing is a process to state the writer's opinions, emotions or beliefs in written form by regarding writing status and writing steps to be found out clearly by the readers (Yang & Plakans, 2012).

These skills are divided into two groups; the first group including listening and reading is called comprehension skills and the other including speaking and writing is called expression skills. Additionally, there are sub-language skills such as vocabulary, grammar, pronunciation etc.. However, these sub-language skills are generally integrated in these four basic language skills. Therefore, in this study, the other skills were not mentioned since reading skill was mainly focused on.

2.1.2. Reading and reading comprehension. Reading, is one of the basic language skills, is an important way for self-improvement, and for social, economic and civic life (Kormos & Csizer, 2014). However, reading comprehension is a high-level comprehension skill that seems easy and enjoyable for fluent readers, incorporating many complex, fast, customary balanced and adaptive abilities that make understanding (Grabe & Stoller, 2013). Reading comprehension is not static; on the contrary, it is constantly changing or evolving. Therefore, reading principles and procedures in teaching reading process in L2 should be known to gain target behaviors expected from the students and it is specified that these items are some basic reading principles and procedures in teaching reading process in L2 (Gümüş, 2012):

- Make the students comprehend psychomotor skills in L2,
- Make the students comprehend reading aloud and silent,
- Make the students comprehend the whole structure and words of reading text based on appropriate level in L2.

Reading is such a versatile and multidimensional process that this activity requires the knowledge of reading techniques as well as the reader's physical behaviors such as eye movement, movement of thought and labial movement. Therefore, selected texts which are suitable for the readers' emotions and thoughts, age, capacity and socio-cultural characteristics make reading comprehension activity through the mind facilitate (Lipp, 2017). In this case, teachers should determine the target of reading activity as well as know the characteristics of the target participants and plan the activity including interesting texts. The main target behaviors to be gained in reading skill can be listed like:

- To transform the principles of reading into knowledge and skills,
- To understand the meaning, theme and messages correctly,
- To express the subjects and ideas in the text orally or by writing (Gümüş, 2012).

Briefly, it can be stated that reading is determinative in the process of students' mutual communication, learning and developing in the target language. Therefore, the motivation of students in the reading process makes reading a natural pleasure and this skill mature.

2.1.3. Reading strategies. One of the best ways to get all necessary information throughout human life is reading (Beydoğan, 2010). Thus, gaining knowledge throughout reading is different for each other because of the use of reading strategies. Reading strategies point out what the students read and what they do to understand the text. When the people have a very good reading comprehension skill, they learn and get the knowledge easily (Armağan, 2017). As a result of this natural process, reading strategies used while reading becomes more of an issue because reading comprehension skills indicate the next success of people throughout their life.

There are several strategies proposed by several authors. For example, according to Block (1986), reading strategies conceive the tasks to have the readers get the meaning of the text and structure of the context. Thus, Block divided reading strategies into two groups: general comprehension strategies that aim to make the readers recognize the text structure or integrate the background knowledge at the text level and local linguistic strategies that aim to make the readers understand specific linguistic units in the text (Block, Rodgers & Johnson, 2004).

Ehrman and Oxford (1990) indicated the strategy instructions affect the readers' learning and understanding what they read. Thus, they divided the reading strategies into two basic groups with six subdivided strategies. Memory strategies, cognitive strategies and comprehension strategies are direct strategies that aim to make the text understandable, and metacognitive strategies, affective strategies and social strategies are indirect strategies that aim to make the readers center and evaluate the readers' learning.

Cohen (1998) indicated that strategies are guidelines and have two basic groups; one of them consists of language learning strategies such as improving how to read and the other consists of using language strategies such as improving reading skill to understand the text more. Mokhtari and Reichard (2002) emphasized the importance of increasing reading awareness while reading. Therefore, reading strategies were gathered up under three titles:

- Global reading strategies (GLOB) that are used to analyze the text generally help the readers make themselves ready to comprehend the text mainly,
- Problem solving reading strategies (PROB) that help the readers overcome any difficulties in the real action of reading a text, allowing the readers to follow the text proficiently,
- Support reading strategies involve extra materials, underlining the lines, taking notes or any other strategies to help the readers understand the text easily (Mokhtari & Reichard, 2002).

The other example is that reading strategies were required because they were not only for successful comprehension but also for overcoming reading problems to improve reading comprehension (McNamara, 2012). Thus, McNamara (2009, pp. 397-421) divided reading strategies into five groups (see the following table 1):

- Reading Strategies to monitor comprehension,
- Strategies to prepare for reading,
- Strategies to interpret meanings of ideas in text,
- Strategies to overreach the text,
- Strategies to analyze the text content.

Table 1.
Reading Comprehension Strategies and Theories

Reading Strategies	Goal	Example
Monitor comprehension	Make the text more understandable	Generating key words, answering the questions etc.
Prepare for reading	Get the readers ready for the text	Identifying the goals of the text, given the important words and motivating etc.
Interpret meanings of ideas in text	Restate the text with the readers' own words	Paraphrasing, chunking, taking notes etc.
Overreach the text	Paraphrase the text with using the knowledge in the text	Think-aloud, visualization etc.
Analyze the text content	Hinder to comprehension failure	Summarization, graphic organizers etc.

Based on *Reading Comprehension Strategies Theories* article written by McNamara (2012).

According to Babbitt (2002), using reading strategies help students understand the text completely and remember what they have read. Additionally, Babbitt (2002) categorized reading strategies under eight basic titles based on the reason why the students read the text:

- Comprehension monitoring that aims to increase understanding the text,
- Cooperative learning that aims to provide the students work in a small group,
- Graphic organizers that aims to increase the students' comprehensibility thanks to diagrams,
- Story structure that aims to provide the students link ideas and chapters,
- Question answering that aims to make inference the text,
- Question generating that aims to help the students to comprehend the text logic,

- Summarization aims to be summed up the text in students' own words to make the text clearer,
- Multiple strategy that aims to provide the best way to make the text more understandable by integrated activities.

As stated by Goh (2012), readers generally use not only one strategy but also multiple strategies for reading activity. Briefly, a single category cannot be used while categorizing the strategies based on common research on reading strategies. In addition, it can be stated that almost all strategies aim to make the text clearer even if they have different purposes.

2.1.4. Reading stages. Reading stages that are usually subcategorized as *pre-reading*, *while-reading* and *post-reading* play a crucial role in the reading process (Ur, 1996). Reading stages that affect the success reading activities are considered because of interactions of students and teachers so it is believed that reading stages support readers' interpretation of the text (Wallace, 2001).

2.1.4.1. Pre-reading stage. Pre-reading stage that includes pre-reading activities is the first part of reading activity in a class and this stage helps the students form the reason why they read. Doing pre-reading stage can help teachers overcome some problems such as difficulty in reading, loss of concentration and non-active background knowledge. Therefore, suitable activities should be chosen to overcome these problems. For instance, asking pre-questions about the text can encourage the students to be interested in the text and bring their prior knowledge about the topic. According to Sarıçoban (2001), pre-reading stage can offer several benefits to students so that they can become good readers, some of which are provided as follows:

- Motivate the students to read,
- Bring the students' prior knowledge,
- Give the students foreknowledge to overcome the probable problems in the text,
- Provide the students be familiar with the context,

- Help the students learn new words and focus on difficult words.

Additionally, pre-reading stage has some effects on the readers differently (Cook, 2008). Each reader can have different behaviors on reading. Some behaviors of the readers in the pre-reading stage were indicated in the following table.

Table 2.

Behaviors of Readers in Pre-reading Stage

Good Readers	Weak Readers
try to activate their background knowledge, understand what they need to do with activities, choose the correct activities.	read the text without any preparation, do not know any reason why they read, do not know which activity is suitable for them.

Based on the article by Gürses and Adıgüzel (2013).

Briefly, it can be said that the main purpose of the pre-reading stage is to build a bridge between background knowledge and foreknowledge (Kang, 2004). Therefore, it is important that suitable activities should be chosen to motivate the readers.

2.1.4.2. Research on pre-reading stage. Pre-reading stage can be defined as a group of activities used to get the students ready for reading. In addition, it can be stated that they are very important as they allow the learners to get new information or remind/ activate the background knowledge of the students because pre-reading activities can lead to the positive atmosphere in the classroom. Stoller (1994) divided common pre-reading activities into categories based on their benefits by giving their definition as well (Table 3).

Table 3.

Pre-reading Activities

Activity	Definition	Benefit
Semantic mapping	A schema to demonstrate the meaning-based connection words/phrases.	Help the students activate the background knowledge
Study on reading passage	Comprehension the meaning of title, headings or/and visuals by taking a glance	Encourage the students read the text
Skimming for the main idea	Reading the first and last sentences of the text to get the main theme	Help the students understand what the text is about
Scanning for the details	Reading the text by focusing on specific information	Help the students understand the text in detail and get the important information in the text
Creating Vocabulary Knowledge	Giving the students the important vocabulary to match them to synonyms/ antonyms/ pictures or definitions	Help the students learn the difficult or unknown words in the text to make the text clearer.

Based on the article by Stoller (1994).

It is understood that pre-reading activities are so important that readers can build a bridge between foreknowledge and the text and provide the readers understand the text clearer. Therefore, many researchers proposed different suggestions about how pre-reading activities should be. For example, according to Tierney and Readence (2006), pre-reading activities can be accepted as a bridge between the students and the text. Hence, pre-reading activities provide the students familiar with the context. Additionally, Peregoy and Boyle (2000)

suggested that pre-reading activities should be prepared to make the text more understandable for the students that might not be familiar with and these activities should include key words such as pictures, graphics etc. to set background knowledge for the text as well. While according to Brown and Lee (2001), pre-reading activities that aims to give the readers foreknowledge about the text should not be time consuming, according to Karakaş (2002), pre-reading activities such as keywords activities, predicting or previewing should be guide for the students' cultural background knowledge. Thus, pre-reading activities can be helpful to activate both the students' background knowledge and the students' predictions. Moreover, according to Ur (2012), pre-reading activities should consist of pre-questions that aim to make the students find out some related information in the text, while according to Madaoui (2013), teachers should use pre-reading activities to make the text easier for the students' understanding.

Pre-reading activities including vocabulary exercises, questions or visuals can help the students operate background knowledge and according to Carrell (1998), showing visuals or debates made by students can be a guide to help the students understand the text easily as well. It can be said that pre-reading activities generally start with vocabulary exercises as vocabulary knowledge is very crucial supplemental for reading comprehension (Atik, 2015). In addition, as Berman indicated (1978), vocabulary knowledge is both a crucial and essential element for reading comprehension. However, according to Hudson (1982), visuals are more effective on reading comprehension tasks than the vocabulary list that is given to the students to make them prepared for reading. The other example for visuals as a pre-reading activity is that showing pictures provides the students build background knowledge and motivate them (Fitzgerald & Grave, 2004). Shortly, it can be said that being a connecting link between the students and the text is the basic goal of pre-reading activities.

Briefly, readers can build a connection between all experiences such as life experiences and knowledge of how texts are organized and the text via background knowledge in the pre-reading stage since since as Brown and Bown (2014, p.17) stated that background knowledge (schema) helps learners prepare for the discourse form of the text and disambiguate word-level and clausal meanings. However, all the studies that focus on reading stages demonstrate

that pre-reading activities are formed in L2 in common to get the students ready for reading a text. Moreover, L1 is used commonly in teaching grammar, not for teaching vocabulary, not for improving the listening skill of students or not for activating the background knowledge of students.

2.1.4.3. While-reading stage. While-reading stage that includes while-reading activities is the second part of reading and this stage helps the readers to interact with the text. The students can control what they are reading via this stage. Thus, these activities in this stage should be chosen to help the readers to form a schema in case the readers understand the text both correctly and easily. Therefore, it can be said that while-reading activities are important to make the text clearer for the readers. As Sariçoban (2001) states while-reading stage has some goals and benefits to provide the readers understand the text clearly, some of which are provided as follows:

- Understand what the aim of the writer,
- Understand the context in detailed,
- Analyze the structure of the text,
- Make the readers understand the differences between cultures,
- Provide the readers gain new information.

According to Cook (2008), while-reading stage affects the readers whose have different behaviors on reading. Some behaviors of the readers in the while-reading stage have been indicated in the following table (Table 4).

Table 4.

Behaviors of Readers in While-reading Stage

Good Readers	Weak Readers
focus on the text,	have distractibility,
match the background knowledge to the new information,	cannot notice the key words in the text,
use the correct strategy to analyze the text,	do not understand what they cannot understand,
understand the aim of the writer.	cannot match the background knowledge to new information.

Based on the article by Gürses & Adıgüzel (2013).

Briefly, while-reading activities cause readers aware of their reading aims (Brown & Lee, 2001). Therefore, while-reading activities should be subsidiary to each other and focus point for making the text more understandable.

2.1.4.4. Research on while-reading stage. While-reading stage can be defined as a group of activities used to help the students focus on the text to understand better. These activities aim to match the background knowledge to the new information from the text while reading. In addition, while-reading activities can be affected from the pre-reading activities that are used to answer the questions in the readers' mind before the text.

Teachers can provide learners with the opportunity to relate the background knowledge to the new information in the text. Therefore, teachers can prepare an outline to help the students whose reading skill cannot be improved. However, provided that a teacher helps the students continuously, s/he can cause the students not to be improved their usage of reading strategies (Ulrich & Tyndorf, 2018). Therefore, teachers should give the students while-reading activities that can be a bridge between the students and the text. Additionally, according to Barnett (1989), while-reading activities help the readers to improve their reading skill in L2. Therefore, while-reading activities should be chosen to help the students to solve the reading problem in L2.

While-reading activities provide a way to interact the students towards the text (Kang, 2004). Moreover, as Celce-Murcia (2001) expressed that while-reading activities can provide the readers pay attention to the text. Therefore, while-reading activities should be suitable for the reason why the students read the text. Briefly, it can be stated that while-reading activities help the readers to control their reading process (Reid, 1998).

2.1.4.5. Post-reading stage. Post-reading stage that includes post-reading activities is the third stage of reading and this stage helps the readers to express what they have learned from the text. In addition, according to Fields (2011), post-reading activities make the readers recognize what they cannot understand clearly in the context.

Using post-reading activities is another way for the teachers to check whether the students understand the text or not. Thus, teachers can design the next activity or lesson based on the previous lesson. Additionally, when the students think on the text and react to the text, they can interact with the text and this means that they can form a schema to use what they have read. Therefore, teachers should encourage the students to think of reading activity as interpretation of the the new ideas in their own mind.

According to Sariçoban (2001), the basic aim of the post-reading stage is to check whether the readers understand the text or not. However, post-reading stage has also many goals, some of which are provided as follows:

- Motivate the readers think on the text to understand what the writer idea is,
- Insert the students' idea in the text synthesis,
- Clarify the meaning,
- Investigate the relationship between the background knowledge and new information,
- Form the new information in the readers' life.

According to Cook (2008), post-reading stage like the previous stages has some effects on the readers differently. Thus, each reader can have different behaviors on reading. Some behaviors of the readers in the post-reading stage were indicated in the following table (Table 5).

Table 5.

Behaviors of Readers in Post-reading Stage

Good Readers	Weak Readers
think on what they have read,	give up reading,
feel successfully after reading,	cannot think on the text,
can summarize the main idea(s),	can be successful luckily,
search for supplementary	do not wonder the deepest
information about the topic.	meaning of the text.

Based on the article by Gürses & Adıgüzel (2013).

2.1.4.6. Research on post-reading stage. Post-reading stage consists of activities that aim to check whether the readers understand the text or not. Thus, it can be said that post-reading activities are used to complete what the students have learned both before reading and while reading. Moreover, post-reading activities provide the students with the opportunity to understand the main message of the writer and how the readers use what they have learned after reading.

Post-reading stage leads the readers not only to control what they need to learn but also analyze the text in detail (Barnett, 1989). In addition, post-reading stage enables the readers to put themselves into the characters' shoes and compare their own ideas (Nikoopour, Amini & Nasiri, 2011). Therefore, readers can assess the text's quality and the message of the writer (Birincioğlu, 2006). According to Duffy (2009), a teacher should teach the students how they can use post-reading activities to improve their own reading skill. Thus, students can connect what they have read and their own life to form a new schema and improve their own schemas in their mind (Pritchard, 1990). Briefly, post-reading activities should be in parallel with pre and while-reading activities because according to Salataci and Akyel (2002), in the post-reading stage students don't study about the language in the text and they don't understand the text, either. In this stage, students are just supposed to apply what they learn and possess.

Research on reading has indicated that there are many factors which affect learners' ability to understand the texts. These factors can be categorized by Brown and Bown (2014):

- Reader-based factors consisting of background knowledge, linguistic knowledge and strategic knowledge are about the readers' own ability toward reading.
- Text-based factors consisting of discourse organization and vocabulary are about the structure of a text.

2.2. Related Studies

2.2.1. Overview of studies conducted on reading in TEFL. Many researches on reading have been executed on improving reading skill in L2 and understanding of reading and teaching reading process. Some of these researches are presented in the following section.

Findık (2013) aimed to examine what the effects of a literary text's nativization are on reading comprehension by using schema theory. In the study, there were two groups (each consists of 35 participants) and all participants were undergraduate students in the EFL class. In this study, the text was presented to the control group in original form and the experimental group in nativization form. Then, 10 implication questions and 10 literal questions, which were multiple choice forms, were asked. As a result, there was no important difference between two groups in the achievement tests.

Gürkan (2012) purposed to specify whether the cultural familiarity had any effect on reading comprehension or not. Firstly, 60 participants that were EFL class students were divided into 4 groups. Then, the original text was presented to group 1 without any reading activity and the original was presented to group 2 with reading activities such as pre- reading activities, while- reading activities and post reading activities. The nativization form of the text was presented to group 3 without any reading activity and the nativization form of the text has been given group 4 with reading activities such as pre- reading activities, while- reading activities and post reading activities. The achievement tests were conducted at the end of the study and were evaluated by two independent assessors. Consequently, group 3 and 4 had

better results than group 1 and 2 based on the cultural familiarity. In addition, group 2 and 4 had better results than group 1 and 3 based on the reading activities.

Kartal (2012) aimed at finding out what the effects of audio books on reading comprehension and listening comprehension. In this study, pre- tests and post tests were conducted and based on the results of these tests 66 freshmen students in ELT department were divided into two categories as a control (32 participants) and an experimental group (34 participants). For 13 weeks audio books were listened to by the experimental group and control group were read the standard books. As a result, reading comprehension of the students was improved but it was limited. The students' listening skill was improved thanks to audio books.

Başol (2011) purposed to explain what the effects of using graphic novels on reading comprehension. This study was conducted in an Advanced Reading and Writing course with 67 participants (35 from the experimental group, 32 from the control group) that were freshmen in ELT department. In addition, pre- tests and post- tests were done in this study. Firstly, the literary text (original form) was presented to the control group, then reading and comprehension strategies were conducted. Then, the nativization form of the text was presented to the experimental group with graphics and the same reading and comprehension strategies. After 8 weeks, reading comprehension test was conducted again and consequently, it was stated that results were improved in both groups, but results of the experimental group were better.

Armağan (2017) aimed to specify the impact of timed reading activities on reading comprehension of Turkish learners of EFL. This study was started with 74 participants but 10 of them were left out from the study because of their results of pre-test. The participants were divided into two groups as an experimental and a control group. This study took 5 weeks. Time reading intervention activities were conducted to the experimental group. At the end of the study 1 week later, the post- test was conducted. As a result, it was stated that timed reading activities could help learners raise their reading fluency and it might be integrated in L2 reading instruction in reading classes.

Özdemir (2017) aimed at investigating to improve a teaching strategy such as Think Before Reading (TBR), Think While Reading (TWR) and Think After Reading (TAR), which might

help and enable students to check their understanding process. This research was conducted in 2015/16 academic year in Bafra with 68 participants (32 from the experimental group, 36 from the control group). This study took 12 sessions that each session consisted of 2 hours. TWA strategy with the instruction of informative texts was conducted in the experimental group. In the control group the instruction of informative texts was presented with Turkish Language Teaching program. To sum up briefly, it was stated that teaching TBR, TWR, TAR strategies could help the students' mean scores increased in the experimental group, but there was no difference between two groups' scores.

Abi (2014) purposed to find out any effects of reading strategy instruction on learners' language process and their language proficiency level. The study was conducted with 62 11th grade participants in three classes from a high school. One of these groups was chosen as an experimental group while the others were the control group. Learning Style Survey (LSS), Survey of Reading Strategies (SORS) and Key English Test (KET) were conducted both before and after the study. The data obtained from these three instruments were compared. In conclusion, any meaningful result was not found from the point of the effect of reading strategy training on language proficiency levels.

In the light of research on reading, it can be stated that not only reading but also reading stages play a base role in learning a foreign language. For example, reading stages enable learners to become familiar with the essential vocabulary related to the text and improve their overall proficiency. However, there are no studies about the effects of pre-reading activities in L1 on 6th grade students' reading comprehension. Therefore, the current study aimed to view the effects of pre-reading activities in L1 and L2 on B1 level EFL learners' reading comprehension.

2.2.2. Overview of studies conducted on L1 use in TEFL. There are a lot of researchers of foreign language teachers for whom appropriate way for teaching process is the most important goal. They want to be able to find the correct ways for TEFL process. However, one of the most difficult questions regarding TEFL is about whether L1 should be used or not in this process. There are different views about it. For example, according to

Rommel and Tonelli (2017), students can improve their pronunciation and thinking abilities in L2 when L1 use is banned in the class. Moreover, Littlewood and Yu (2011) state that it should be forbidden to use L1 in the class and students should be exposed to English by teachers. It means that the teachers appear to be the main source of target language input in the class. Therefore, they must use the target language due to the restraint of the L1 which is affiliated with good teaching during the golden age of Direct and Audio-lingual methods (Kayaoğlu, 2012). Similarly, Shoeib (2016) stated that most teachers believe that learners should focus on the target language instead of translating or utilizing learners' L1 as a best method (Shoeib, 2016). Additionally, according to Turhanlı (2018), the teachers' total approaches towards using L1 was investigated to be imperceptibly negative based on the result of the teachers' questionnaire; however, the result of the teachers' interviews illustrated that the teachers' general opinion regarding the use of L1 was positive even it was thought L2 should be used mainly in the classroom.

Fazeli (2009) purposed to specify whether L1 use had effects on word-meaning and fill-in-the-blank tests based on short- and long- term L2 vocabulary retainment. The study was conducted with two groups consisting of 64 participants totally. While the second group learnt through both structure and meaning strategy, the first group was taught L2 vocabulary items through word-meaning strategy. 15 unknown words in a text were presented to both groups even 15 known words were presented to the first group. In addition to this, the text's structure was demystified to the second group like given the meanings of the words. As a result, the use of L1 could not have any effects on the students' learning of L2.

Paker and Karaağaç (2015) aimed to determine what amount the lecturers in the School of Foreign Languages at Pamukkale University use mother tongue in their classes. The study was conducted with 286 students and 20 English lecturers. The data were collected through classroom recordings, questionnaires that were directed both to the lecturers and the students, and interviews were conducted with all of the lecturers and randomly chosen 39 students. As a result, all participants were aware of the importance of using L2 as much as possible in the classes, however, they stated that they used L1 from time to time to make the lesson more understandable.

Mayo and Hidelgo (2017) purposed to illustrate to show which young learners use their L1 when they complete tasks in language learning process that has become prevalent in Europe: Content and Language Integrated Learning (CLIL). The study was conducted with 32 young learners (ages 8–10). Consequently, the findings stated that L1 had facilitator effects on unknown vocabulary and on task completion by young learners in foreign language settings.

With reference to related studies on the use of L1 in EFL classes, it can be stated that L1 use has become a part of teaching language process since the L1 is used by L2 learners as a communication strategy to atone for deficiencies in the target language (Dörnyei & Kormos, 1998). However, there should be so balancing between L1 and L2 use that language learning process would not be interrupted (Hall, 2018).

Briefly, the effects of L1 use can be divided into two well-accepted categories.

1. As Stern (1992) claimed that the use of L1 had positive psychological effects in target language teaching process. These effects can be mentioned:
 - Teachers should use L1 to motivate learners who have difficulty in activities.
 - L1 can be used as a bridge between teacher and learners to overcome the biases towards the lesson.
 - The use of L1 can provide the learners become effective partly more successful performance
2. Macaro (2001) highlighted that it must be forbidden to use L1 in the classroom to encourage interaction among learners and teachers. Therefore, teachers should interdict to use L1:
 - To promote learners communicate in target language.
 - To improve learners' pronunciation and vocabulary knowledge in target language.
 - To find out learners' own ways to overcome when they would encounter a problem.

CHAPTER III

METHODOLOGY

To determine the research design is one of the most important issues for social science researchers. To obtain valid and reliable scientific knowledge is the basic aim of research methods. Designing a research method can be defined as an intentional plan that aims to answer the research questions or test hypothesis of the study (Büyüköztürk, 2014). This chapter consisted of information about the process of the study, participants, data collection instruments, procedure and the data analysis.

3.1. Research Design

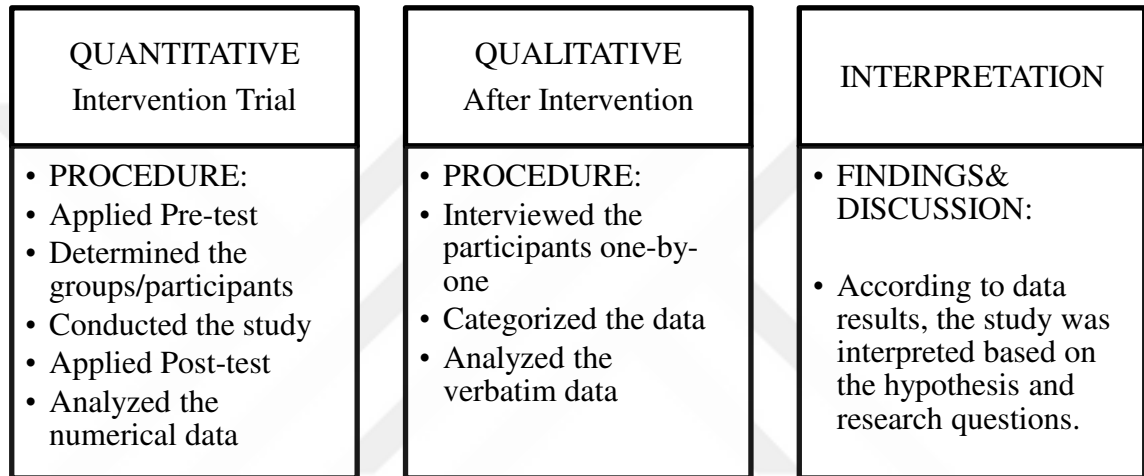
A qualitative study obtains the data through various data collection tools such as field notes, interviews or/and written documents to interpret or categorize the data (Amerstorfer 2018). On the other hand, a quantitative study obtains the data by generating numerical data or data converted into utilizable statistics is designed to understand what reasons, ideas and motivations are by diving deeper into the problem. Moreover, a mixed-method study that consists of quantitative and qualitative data aims to understand what people think or/and behave and why people think or/and behave (Janzen, 2002). This research was based on a mixed-method study. Data were collected and analyzed via a quantitative research design method and process of the study was assessed via qualitative research design method. The purpose of this study was to investigate the effects of pre-reading activities in L1 and L2 on B1 EFL students' reading comprehension and these students' perspectives towards the study as well.

The participants that were not randomly selected in the current study. Therefore, this research included quasi-experimental quantitative design. Moreover, gender and age were not taken into consideration in this study. Additionally, this study included sequential embedded design that is a type of mixed methods to get feedback from the participants about the process of the

study at the end of the study. The process of sequential embedded design was presented in the following figure (Figure 1).

Figure 1.

The Process of Sequential Embedded Research Design



Based on the book by Bergman (2008).

3.2. Research Questions

As it was stated before, this study aimed to specify the effect of pre-reading activities in L1 and L2 on EFL students' reading comprehension and these student' perspectives towards the study as well. Under the roof of this main aim, the research questions were presented below.

- A. Is there a statistically significant difference between the scores obtained in the post-test by the participants in the control and the experimental group?
- B. What are the views of participants towards pre-reading activities in L1 and L2?

Thus, the following hypotheses for this study were formed based on the research questions as well.

H_0 ; there was no statistically difference between the scores of the experimental and control groups' in the post-test.

H_1 ; there was a statistically significant difference between the scores of the experimental and control groups' in the post-test.

3.3. Participants

3.3.1. Sampling procedure. Sampling is a process or technique to choose who will be participants in study and in which group these participants will be included (Sue & Ritter, 2012). As one of the sampling procedures, the convenience sampling which consists of readily participants was used in this study. The participants were 6th grade students at a private school in Burdur. The participants were divided into two groups: control and experimental. The homogeneity of the learners' overall proficiency was determined by a proficiency test (pre-test) that they were taken before the study. Age and gender were not taken into consideration in this study. In addition, this study took 12 weeks except the preparation week involving getting permissions) in Fall semester, 2018/19. The groups gathered weekly to attend the reading class and follow the procedure. Furthermore, ethically all participants (and also their parents because of the participants' age) were informed in detail about the process and purpose of the study, who assessed the data, how long the study took and how long the data was stored and used (see Appendix 3). The data were used based on the participants' approvals.

3.3.2. Participant characteristics. In this study there were two groups that consisted of 33 participants in total. The experimental group consisted of 18 students, while the control group was composed of 15 students. All the participants were 6th grade students and their age were around 11. Participants characteristics were presented in the following table.

Table 6.

Characteristics of the Participants in the Study

	The Control Group		The Experimental Group	
Gender	10 Female	5 Male	8 Female	10 Male
Frequency	66, 66 %	33, 34 %	44, 44%	55, 56%
Average of Age	11,4		11, 3	

Based on the information provided in table 6, the participants aged 11 to 12 were the 6th grade students. Moreover, %54.54 of the participants were female while %45.46 of the participants were male. However, gender and age were not considered variables.

3.4. Procedure

The steps in data collection procedure in this study were explained in Table 7.

Table 7.

The Steps in Data Collection Procedure

Process	Steps	Actions Taken
	Preparation for the study	• Ethical committee approval was received from Burdur Mehmet Akif Ersoy University • The school board and students' parents were informed about the study in detail • All permissions obtained • Plans, syllabus and course book were analyzed
Week 1	Pre-Test	• Pre-test was conducted • Determining the experimental and control groups
Week 2 to 9	Conducted the Study	• Pre-reading activities were conducted in L1 for the experimental group • Pre-reading activities were conducted in L2 for the control group
Week 10	Post-Test	• Post-test was conducted • Analysis of the numerical data
Week 11& 12	Interviews	• Interviewed the participants one-by-one • Analysis of the verbatim data

Upon the ethical committee (Burdur Mehmet Akif Ersoy University) and the school board approval see Appendix 1 and Appendix 2.

The necessary permission was obtained from the school board and students' parents as well because all the participants were under 18. Then, all the materials such as plans, syllabus and course book "Integrate 3" provided by English council in the school were analyzed based on the functions of units and activities not to disturb the following curriculum. After analysis of materials, a pre-test provided by English council of the school was conducted to determine the homogeneity of the learners' overall proficiency. The test included 15 multiple choice questions and it was used as this test was used to evaluate the students' overall proficiency at the end of the previous year. Then, groups were determined as experimental and control and the quantitative research part of the study was started.

After determining the groups, from week 2 to week 9, pre-reading activities were conducted in Turkish for the experimental group (and also, all the instructions were translated into L1), while pre-reading activities were conducted in English for the control group. Pre-reading activities consisted of three basic parts: pre-reading questions stage, new-words stage and structure stage (see Appendix 4).

The course book has the following activity pre-reading questions stage included three wh-questions to lead the participants to predict theme of the unit. In this stage, all the questions were translated into L1 and answered in Turkish by the students in the experimental group, while these questions were answered in L2 by the students in the control group.

The activity on teaching new-words included matching activity to allow the participants to be familiar with unknown or difficult words in the text. In this stage, the participants in the experimental group looked for the meaning of new words first in L1, and then matched these words with the pictures, while the students in the control group matched the new words to the pictures directly. Then, both groups checked their answers while listening.

The activity of structure stage included grammar activities to encourage the participants to be familiar with language units in the text. These activities were divided into two parts: [Explore (1): this activity allowed the students to find out how the grammar rules were used. Practice (2): this activity encouraged the students to use the rules in the sentences. All the activities, such as giving the rules in the sentences and putting the unscrambled words in the

correct order to make a sentence, were conducted in L1 for the experimental group while all the activities were conducted in L2 for the control group.

After the MC questions test that was used as pre-test was conducted as post-test, all the participants were interviewed one-by-one in the visiting room. The durations of interviews were at least 3 and at most 7 minutes, and four questions were asked in the interviews.

3.5. Data Collection Instruments

The current study consisted of sequential embedded research design that is a type of mixed methods. The quantitative data of the study were obtained via a multiple-choice question test used as a pre- and post-test and the qualitative data were obtained via semi-structured interviews.

3.5.1. The quantitative data tool: a multiple-choice question test. The quantitative data of the study were obtained via a multiple-choice question test as pre-test provided by English council was conducted to determine the homogeneity of the learners' overall proficiency. This multiple-choice question test consisted of two texts and the first text including 8 questions was about having a chess club while the second text including 7 questions was about gold in the hills. Each question in this test had 4 options (A, B, C and D). The reason for choosing the test consisting of 15 multiple choice (MC) questions as pre-test was that this test was used to evaluate the students' overall proficiency at the end of the previous year. Later, the same test (see Appendix 5) was used as a post-test to analyze the effects of the study on the students.

3.5.2. The qualitative data tool: semi-structured interviews. The qualitative data of the study were obtained via semi-structured interviews that all the participants were interviewed one-by-one in the visiting room. The questions in the interview were asked the students in L1 to make the students feel more comfortable while expressing themselves because as Cresswell (2014) stated the interviews should be held in a stress-free atmosphere. The interview questions were provided in Appendix 6. These questions were directed to the participants during semi-structured interviews in order to collect detailed participants responses. The interview questions were directed to the participants in their L1:

1. Talk about the process of pre-reading activities conducted in Turkish/English in CS (communication skills) lessons. Conducted pre-reading activities in Turkish/ English was ... (İletişim becerileri dersinde okuma öncesi aktivitelerin Türkçe veya İngilizce yapılmasından bahseder misin? Türkçe/ İngilizce yapılan okuma öncesi aktiviteler...)
 - a. Normal. I think all activities conducted in English for me is normal because I was familiar with the process of the lesson in that way so I could be participant actively during the lesson. (Normaldi. Aktivitelerin İngilizce olmasının normal olduğunu düşünüyorum çünkü dersin bu şekilde işlenmesine aşinayım ve ders boyunca katılımcı olabildim.)
 - b. Interesting. It was different experiment for me because I am not familiar with the process of the lesson in that way and using Turkish in English lesson, so it was strange. (İlginçti. Benim için değişik bir deneyimdi çünkü dersin bu şekilde işlenmesine ver derse Türkçe kullanılmasına aşina değilim bu yüzden tuhaftı.)
 - c. Undecided. The reasons of being undecided are that I was not interested in activities and English as well. Therefore, I did not care whether pre-reading activities were conducted in Turkish or English. I do not have any comments towards the lessons. (Kararsızım. Dersle -İngilizceyle- ve etkinliklerle ilgilenmediğim için kararsızım. Okuma öncesi aktivitelerin Türkçe veya İngilizce yapılmasını umursamıyorum. Derse dair herhangi bir yorumum yok.)

2. How did you feel as general in CS (communication skills) lessons in this term?

(Bu dönem genel olarak İletişim Becerileri dersinde nasıl hissettiniz?)

- a. Comfortable. The reasons of feeling comfortable are that I could express myself comfortably, I enjoyed pre-reading activities and I could understand all the activities and texts during the lesson. (Rahat. Kendimi rahatça ifade edebildim, okuma öncesi aktivitelerden zevk aldım ve ders boyunca tüm aktiviteleri ve metinleri anlayabildim.)
- b. Bored. The reasons of feeling bored are that activities in Turkish/English were illogical, unnecessary and boring. I did not enjoy pre-reading activities and texts during the lesson. (Sıkılmış. Aktivitelerin Türkçe veya İngilizce yapılması mantıksız, gereksiz ve sıkıcıydı. Dersteki okuma öncesi aktivitelerden ve metinlerden hiç hoşlanmadım.)
- c. Undecided. The reasons of being undecided are that I was not interested in activities and English as well. Therefore, I did not care whether pre-reading activities were conducted in Turkish or English. I do not have any comments towards the lessons. (Kararsızım. Dersle -İngilizceyle- ve etkinliklerle ilgilenmediğim için kararsızım. Okuma öncesi aktivitelerin Türkçe veya İngilizce yapılmasını umursamıyorum. Derse dair herhangi bir yorumum yok.)

3. Would you like to be a participant in similar studies in the future?

İleride benzer çalışmalarda katılımcı olmak ister misin?

- a. Yes
(Evet)
- b. No
(Hayır)
- c. May be, it depends on conditions
(Şartlara bağlı olarak belki)

4. Do you have any problems, comments, suggestions?

(Son olarak yapılan çalışma ve süreçle ilgili eklemek veya söylemek istediğin başka bir şey var mı?)

While the first and second questions aimed to investigate how the participants felt during the activities and lessons, the third question was asked to the participants to determine the possible participant for further studies. The fourth question aimed to lead the participants to specify the assessment of the study and some recommendations for further studies.

3.6. Data Analysis

Experimental studies especially in educational and social sciences must be done with at least two groups by conducting different methods to these groups due to investigate whether there is a significant difference between the groups or not (Dinçer, 2014). Moreover, this difference should be evaluated with p-value and if p-value is under 0.05, it must be supposed that there is a significant difference between the groups. The quantitative data gathered from the pre-test and post-test were processed and analyzed on IBM SPSS 22.0 Statistics Data Editor software. The study included the experimental and the control groups as independent variable to analyze whether there were statistically significant differences between the participants' reading scores, which were determined as dependent variables) via independent samples t-test method. In the same way the post-test conducted in both groups was analyzed by independent samples t-test method. Through analyzing descriptive statistics such as the means, and standard deviations, the quantitative findings of the data were presented in tables. The performances of both groups were analyzed on SPSS software and presented in tables in the findings chapter. However, the characteristics of the participants were not analyzed on SPSS software because gender and age were not taken into consideration in this study.

Interviewing is one of the most common data collecting tools in educational and social sciences (Creswell, 2014) because the semi-structured interviews provide the researchers get the advantages of two interviews by asking the same questions for all participants and taking the feedbacks about the process deeply (Orsini-Jones & Carvero-Carrascosa, 2018). The qualitative data gathered from the semi-structured interviews were entered manually into the system and analyzed via *SurveyMonkey* online application and the transcripts of the 4th question were coded within the application as well. The data consisting of students' feedback

were collected and showed as a chart for the purpose of building foresight for further similar studies.

The whole data were discussed in detail, and interpretations were made based on the collected data. However, the current study including sequential embedded research design was mixed method research. Thus, there were some threats to validity of the current study. For example, although both groups consisting of B1 EFL learners were homogenous 6th grade classes by pre-test results, there might be differences at the levels of interested in the lessons since some of the participants mentioned that they disliked English because of having difficulty in understanding. Therefore, this threat might have an effect on participants' thought and these student' perspectives towards the study as well. As Dörnyei and MacIntyre (2015) stated that the main threats to research validity were listed as abrasion or mortality, maturation, participant expectation to learn and outside effect as well. The other threat to research validity was about the number of participants in this study and the curriculum that all the participants had to follow. However, the characteristics of the participants and the relevant activities conducted might be a threat to generalize the results of the study.

CHAPTER IV

FINDINGS

This chapter aimed to present the results of the study gathered from quantitative and qualitative data collection tools. The findings obtained from the multiple-choice test results and interviews were presented in accordance with the research questions of the study.

4.1. Pre-test Results

The homogeneity of the learners' overall proficiency was determined by a proficiency test (pre-test) conducted before the study. In order to present the homogeneity of the learners' overall proficiency, the group statistics of the quantitative data were presented in Table 8 and the independent samples t-test results were presented in Table 9 (please see Appendix 9 for software analysis results).

Table 8.

Pre-test Statistics

Variable	Group	N	Mean	St.D.	St. E. Mean
Pre-Test	Control	15	6, 00	1, 648	, 425
	Experimental	18	5, 72	1, 674	, 394

As shown in Table 8, there are 33 participants in the current study. According to the pre-test results, the mean of the control group is 6 out of 15 questions while the mean of the experimental group is 5,72 out of 15 questions.

Table 9.

Independent Samples t-test for Pre-test

Scores	Groups	N	$\bar{x}$	Sd	Test		
						Df	
Pre-test	Control group	15	6, 00	1, 648	,478	31	.636
	Experimental group	18	5, 72	1, 674			

As seen in Table 9, the variances were homogenous ($p=0,636 > 0,05$ based on Levene's Test) and there were no differences between the learners' overall proficiency. Therefore, the study started with the group of which mean was 5.72 as the experimental group and the other group of which mean was 6 as the control group.

4.2. Post-Test Results

After forming the groups as experimental and control groups, pre-reading activities were conducted in L1 for the experimental group from week 2 to week 9 and pre-reading activities were conducted in L2 for the control group. Then, post-test was conducted for both group and the results (see Appendix 10) were presented in the following tables.

Table 10.

Post-test Statistics

Variable	Group	N	Mean	St.D.	St. E. Mean
Post-Test	Control	15	6, 60	1, 765	, 456
	Experimental	18	7, 28	2, 164	, 510

As shown in Table 10, there are 33 participants in the current study, which means there is no missing participant. According to the post-test results, the mean of the control group is 6,60 out of 15 questions while the mean of the experimental group is 7,44 out of 15 questions.

Table 11.

Independent Samples t-test for the post-test

Scores	Groups	N	$\bar{x}$	Sd	Test		
						Df	
Post-test	Control group	15	6, 60	1, 765	, -1153	31	.258
	Experimental group	18	7, 44	2, 332			

The quantitative research part of this current study was formed based on the research question “Is there a statistically significant difference between the scores obtained in the post-test by the participants in the control and the experimental group?”

When the table 10 was analyzed in order to answer the first research question, it was seen that the mean of control group pre-test score was 6,60 out of 15 questions and the mean of the experimental group pre-test score was 7,44 out of 15 questions. As seen table 11, although the activities were conducted in different language on the same methods, the variances were homogenous ($p=0,258 > 0,05$ based on Levene’s Test). In other words, there were no differences between the learners’ overall reading scores. However, it was seen that the difference between the pre-test and post-test scores of the control group was 0,60 while the difference between the pre-test and post-test scores of the experimental group was 1,72. Therefore, as seen in table 10, the experimental group had more correct answers in the test than the control group based on the mean of both groups.

4.3. Interview Results

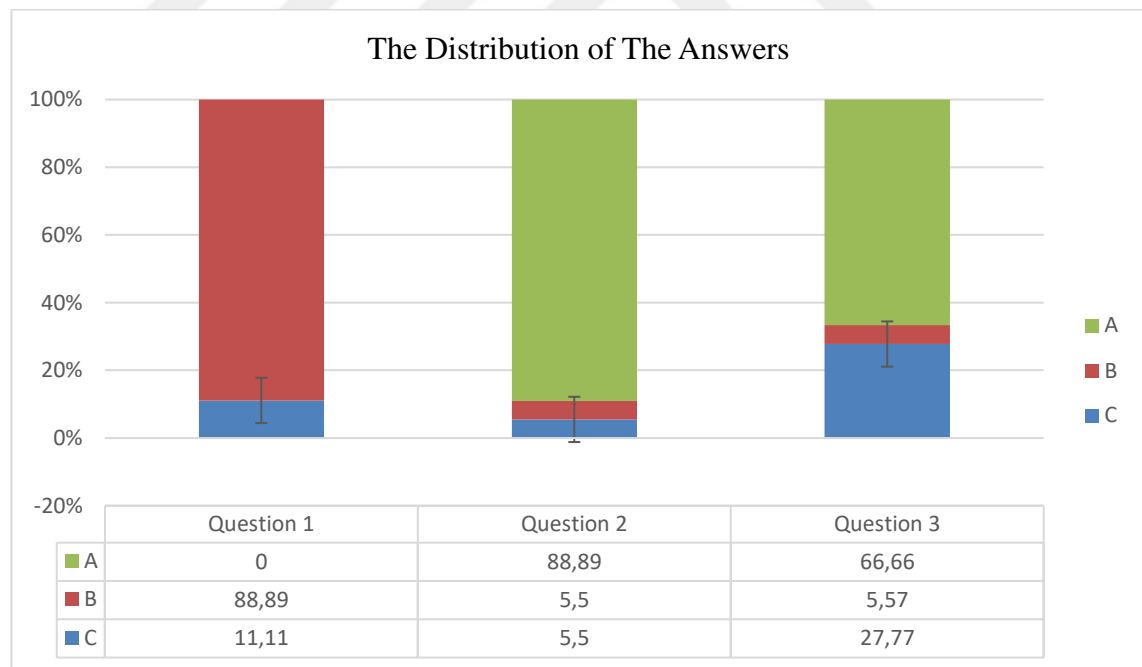
The qualitative research part of this current study was formed based on the research question “What are the views of participants towards pre-reading activities in L1 and L2?” In order to answer the second research question, interview results were divided into two categories. The first category consisted of the answers to the first three questions that have options to allow the students to express themselves easily. The other category consisted of the students’ comments and suggestions. However, it could not be remarked more statements towards the

fourth question of the interview because few students gave some suggestions and made interpretation towards the study and the process.

4.3.1. The distribution of the answers by the first three questions. This study consisting of sequential embedded teaching design provided opportunities to gather detailed and wide range of information on the issue while getting feedback from the participants about the process of the study. After all the participants were interviewed in L1 one-by-one in the visiting room, the data were analyzed via SurveyMonkey online application and the results were presented in the following Figure 2.

Figure 2.

The Distribution of The Answers by The Experimental Group

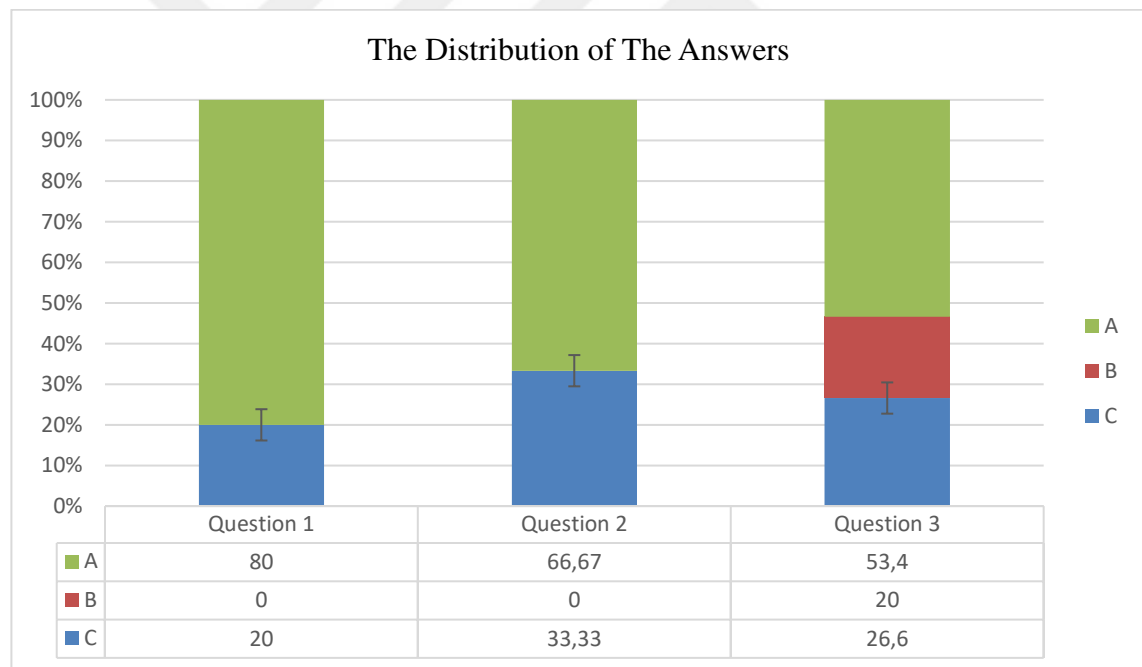


As presented in Figure 2, 16 out of 18 participants in the experimental group were not familiar with the activity conducted in L1 during English lessons. Thus, most of them chose option B as an answer to the first question. Moreover, most of them felt more comfortable when the

activities were conducted in their first language. Therefore, 16 out of 18 participants chose option A as answer to the second question. In addition, the third question asked the participants to check whether they are conscious about improving their language skills such as reading, pronunciation or not. As a result, most of the participants (12 out of 18 participants) were willing to be a participant in further similar studies. Briefly, it can be said that this study might provide usefulness in terms of helping their willingness towards English lessons even though there were no differences between the learners' overall reading test scores.

Figure 3.

The Distribution of The Answers by The Control Group



As shown in Figure 3, 12 out of 15 participants in the control group were familiar with the activity conducted in L2 during English lessons. While most of them chose option A as an answer to the first question, 3 out of 15 participants in the control group were not interested in the lesson. Thus, 20% of this group chose the option C as an answer to the first question. However, most of them felt comfortable when the activities were conducted in English.

Therefore, 10 out of 15 participants chose the option A as answer to the second question. In addition, the third question asked the participants to check whether they are conscious about improving their language skills such as reading, pronunciation or not. As a result, most of the participants (8 out of 15 participants) were willing to be a participant in further similar studies while 3 out 15 participants did not want to be volunteer. Additionally, 4 out of 15 participants stated that they might volunteer based on the conditions of the further similar studies. Briefly, it can be stated that this study has no effect on the control group participants towards activities except for proving useful in terms of helping their interest in the lesson.

4.3.2. Participants' suggestions and views. During the interviews, 11 out of 33 participants provided some suggestions and comment about the study and the process (see Appendix 7 and Appendix 8). The participants in the experimental group mostly stated that the usage of Turkish during the study helped them understand the lesson easily and participate actively. They suggested that using Turkish in such a setting might lead to increase their interests in English. The themes, categories, and codes that emerged during the analysis were presented in Table 14 based on the interview questions.

Table 12.

Themes, Categories, and Codes Regarding Learners' Attitudes Towards Pre-reading Activities in L1

Theme	Categories	Codes
Learners' Attitudes Towards Pre-reading Activities in L1	to increase the learners' interests in English	- Being more willing to participate
	to overcome the learners' biases.	- Interested in English more

The theme "Learners' Attitudes Towards Pre-reading Activities in L1" included two categories: to increase the learners' interests in English and to overcome the learners' biases.

Participants' opinions about pre-reading activities in L1 were collected and noted down. Then, the codes regarding the learners' attitudes towards pre-reading activities in L1 were used to create a table (Table 12) based on their views. The results indicate that participants found the activities in L1 helpful. They claimed that the activities in L1 contributed to their participation and increased their interest in English. Some examples of the responses were as follows:

"English lesson was boring and difficult a bit for me. However, some activities were conducted in Turkish provided me obtain prior knowledge and be more interested in the lesson. Thus, I could be participant more. I think the lesson should be conducted in the same way in the next term." (Participant 2).

"I generally like English and I listen to the song and watch the series in English. However, I cannot understand the lessons easily, so I prefer to be interested in different things. I could express myself easily because we answered the questions in Turkish before reading the text during the communication skill lessons so I wasn't interested in different things in this term. I hope the next term lessons will be conducted in the same way. That's all." (Participant 3).

Moreover, some participants stated that they broke down the biases thank to this study even though they were prejudiced against English at the beginning of the term. They suggested that giving permission to use Turkish encouraged the students to overcome their biases. Some examples of the responses were as follows;

"The communication skills lesson was funny in this term. Some activities were conducted in Turkish, which provided me answer to the questions easily, so it made me happy. This study was effective on the prejudiced students with low success like me." (Participant 1).

"The book that we used was very easy and funny. Firstly, I was prejudiced against the communication skills lessons but then I started to be interested in the lesson because of some activities conducted in Turkish. I'm not prejudiced anymore. Thanks for your contributing." (Participant 4).

"I don't like English to be in all part of our lives and thus English is tried to be taught by force. Actually, I'm not interested in English but allowed to use Turkish in this term was interesting experiment for me and it made me happy. I like English a bit anymore. Moreover, I sometimes think the reason why the lesson has not been conducted like it before". (Participant 5).

The codes regarding the learners' attitudes towards pre-reading activities in L2 were collected and used to create a table (Table 15) of their views. The themes, categories, and

codes that emerged during the analysis were presented in Table 15 based on the interview questions.

Table 13.

Themes, Categories, and Codes Regarding Learners' Attitudes Towards Pre-reading Activities in L2

Theme	Categories	Codes
Learners' Attitudes Towards Pre-reading Activities in L2	forbidden to use L1	- Improving the vocabulary knowledge
	be adapted and explain their opinions in English	- Communication in English

The theme "Learners' Attitudes Towards Pre-reading Activities in L2" included two categories: forbidden to use L1 and be adapted and explain their opinions in English.

The responses illustrated that the participants in the control group mostly improved their vocabulary knowledge when the Communication Skills lesson was conducted in English completely. The suggested that even though forbidden to use L1 made students stressed, students should be encouraged to use English to improve themselves. Some examples of the responses were as follows:

"Forbidden to use Turkish in the lesson made me stressed at the beginning of the term but I adapted to the activities over times. My English vocabulary knowledge and my ability to answer the questions in English were improved in this term. However, use English completely has made me still stress." (Participant 8).

"New words shown via pictures were taught me with synonyms or antonyms and it made my vocabulary knowledge improved. Even though use of English completely in the lessons was boring for me, I tried to be participant more for the interesting subjects" (Participant 9).

In addition, some participants stated that they improved their pronunciations to express themselves correctly. They suggested that despite having difficulty understanding the

activities, students should be given a chance to be adapted and explain their opinions in English. Some examples of the responses were as follows:

“The book Integrate was didactic and funny. While the lesson was been conduction in English, I could learn how to pronounce new words and it provided me improve my pronunciation. While answering the questions in the beginning of the units, using English made me answer difficulty. However, I started to study, and I adapted to answer the questions from the 3rd unit. The fact that it was forbidden to use Turkish in the lesson improved my English by force.” (Participant 6).

“I like English lessons. I try to speak English with my mother at home. Thus, this process didn’t affect me, but I learnt new words and their pronunciation. While studying pre-questions at home, I found a chance to search new information. Thank you for providing me share my opinions with my friends in English.” (Participant 7).

In contrast, there were some participants who did not enjoy English lessons and the study had no effects on them. These participants’ opinions about the current study were collected and noted. The themes, categories, and codes that emerged during the analysis were presented in Tables 14 based on the interview questions.

Table 14.

Themes, Categories, and Codes Regarding Learners’ Attitudes Towards Pre-reading Activities in L2

Theme	Categories	Codes
Learners’ Attitudes Towards Pre-reading Activities in L2	Ones who dislike English	- Not participate in the lesson
	Ones who cannot understand English	- Have difficulty to understand the activities in L2

The theme “Learners’ Attitudes Towards Pre-reading Activities in L2” included two categories: ones who dislike English and ones who cannot understand English

Two participants stated uncaringly that English ought to be optional as they neither liked English nor understood the activities in L2. In addition, they demanded that use Turkish during English lesson should be allowed, and English lesson should be elective and just ones, who like, should join. Some examples of the responses were as follows:

“I don’t like English. All the parts in English were so boring, either. There were no contributions for me except for my learning simple phrases and few words. I think English should be elective and ones who dislike English should not to be participant in the lesson.” (Participant 10).

“The communication skills lesson conducted in English and forbidden to use Turkish in the lesson made me unhappy this term. I was not a good participant since I don’t like English and I could not understand anything. I just tried to be a participant for some subjects that I have information before. However, I think if we had used Turkish or our teacher had explained in Turkish when we had difficulty to understand, it could be more useful. I hope it will be allowed to use Turkish next term.” (Participant 11).

Consequently, it can be stated that the current study enabled learners to overcome their biases towards the lesson. Additionally, Lemov (2017) advised that students can be engaged in the classroom activities by building prior knowledge and activate background knowledge as well, pointing out the importance of building knowledge rather than teaching skills.

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter indicated discussion regarding the results and the implications of the study. Additionally, some recommendations were suggested based on the results for further research.

5.1. Conclusion

The current study aimed to investigate the effects of pre-reading activities in L1 and L2 on B1 EFL students' reading comprehension. On the basis of literature review, it could be stated that there were many studies about activating prior knowledge and the effects of background knowledge on reading comprehension; however, there was a lack of research on the use of L1 in L2 pre-reading activities. Therefore, this current study aimed to investigate whether or not there is a statically significant difference between the scores obtained in the post-test by the participants in the control and the experimental group when pre-reading activities were conducted in L1.

The current study was conducted with B1 EFL students at a private school in Burdur. The homogeneity of the participants' overall proficiency was predetermined via pre-test before the study. Pre-reading activities were conducted in L2 for the control group in the process of the study while these activities were conducted in L1 for the experimental group. At the end of the study, participants' views towards the study were collected. Then, all the collecting data were analyzed. The findings at the end of the study illustrated that there were no significant differences between the participants' overall reading scores when pre-reading activities were conducted in L1 or L2. Nevertheless, it was revealed that the experimental group participants found the pre-reading activities in L1 positive and they were more willing to participate in the classroom activities while the control group found the pre-reading activities in L2 useful to improve their pronunciation and their vocabulary knowledge.

5.2. Discussion

Reading is one of the basic language skills and the current information about L2 reading is mostly based on research on first language learners as people learn to read their first language in a wide variety of circumstances and reading in L1 has a longer history. However, reading consists of not only physical activity such as eye-movement but also mental activity like getting the main idea. Therefore, unless one comprehends what is communicated through a text while reading, it cannot be accepted that one can read properly. Therefore, it can be stated that reading is an activity that should consist of not only physical activity such as eye-movement, vocalizing or mentation, but also reading techniques to get knowledge. The purpose of the current study was to identify the effects of pre-reading activities in L1 and L2 on B1 EFL students' reading comprehension and these students' views regarding these activities conducted in L1 as well. This chapter presents discussion regarding the results into two section:

- The first sub-section presents the quantitative findings of the study: The statistical analysis of the scores obtained in the post-tests by the control and the experimental groups.
- The second sub-section discusses the qualitative findings of the study: The participants' views towards pre-reading activities in L1 or L2.

5.2.1. Research Question 1: Is there a statically significant difference between the scores obtained in the post-test by the participants in the control and the experimental group? Even though, it was expected that the current study including pre-reading activities such as discussing in L1 and learning new words in L1 can yield an increase in participants' reading comprehension in EFL process, there were no differences between the learners' reading comprehension scores ($p=0,338$ based on T-test for Equality Means) based on the results presented in Table 11. Moreover, Table 10 also showed that the experimental group could improve themselves more than the control group based on the mean scores of both groups.

Briefly, concerning the results of the statistical analysis, it can be concluded that the pre-reading activities whether conducted in L1 or L2 were effective on increasing comprehension level of participants even though there were not significant differences between the test results of the experiment and the control groups.

There are many factors that affect reading comprehension in L2 (Nation, 2010). Uysal (2011) separated these factors as word order and sentence structure or unknown words or existing information about the topic. However, these factors can be gathered under one category: background knowledge. Ferlazzo and Synnieski (2018) stated that in order to help the students read a text effectively, teachers must help the learners activate their background knowledge, including all funds such as vocabulary knowledge, former information about the topic and making connections to new topic. Therefore, the readers should connect the content and structure of the text to their background knowledge for effective reading. Keppler (2016, as cited in Ferlazzo & Synnieski, 2018, p. 57) describes building background knowledge as “experience with a foundational concept from which to build further knowledge”. Thus, it can be explained that conducting a pre-reading activity knowledge before reading the text might help the readers activate background knowledge information about the text and understand the context easily as well. On the other hand, activating or building background knowledge does not certainly mean pre-teaching all the necessary information in the text. A pre-reading activity as a part of activating or building background knowledge can help the readers learn new words related to the text because it can be stated that reading helps to develop vocabulary knowledge and reading comprehension (Pigada & Schmitt 2006; Bell, 2001).

The other factor that has an effect on no differences between the participants’ overall reading score might be due to the limited process of conducting the study. For example, Abi (2014) stated in his own study that reading stages could not have any effect on the learners’ levels of language proficiency in a short-term period up to 16 weeks. Similarly, Özdemir (2017) stated that reading strategies could help the participants’ mean scores increased in the experimental group, but it could not make an important difference between two groups’ scores in a short-time period.

In the current study, instructions that were about what students would do with the activities were explained in L1 (like pre-reading activities) for the experimental group. Thereby, the researcher provided instructions in L1 in the post-test for the experimental group. According to post-test scores (Table 9), the difference between pre-test results and post-test results of the experimental group was 1,72 even though the difference between pre-test results and post-test results of the control group was determined to be 0,60. Therefore, it can be stated that the experimental group improved themselves more than the control group. This finding can be due to the use of L1 in teaching L2 since Paker and Karaağaç (2015) explained in their own study that providing examples, presenting extra explanations or describing complex concepts in L1 could make the teaching process more understandable and fluent. Parallel to this finding, Mayo and Hidelgo (2017) stated in their own study that the use of L1 enabled the students to understand the text easily in TEFL process.

Consequently, it can be stated that personal characteristics such as participants' interest, religious discourse, gender discourse or cultural structures might affect the foreign language learning process (Surkamp & Yearwood, 2018). As for an overall inference, there is no significant difference between the participants' overall reading scores and it can result from the participants' background knowledge, personal features, study conditions, type of activities, the number of participants and process of the study. The important point of the research is what contribution to the field of English Language Teaching.

5.2.2. Research Question 2: What are the views of participants towards pre-reading activities in L1 and L2? The second research question attempted to determine the views of participants were towards the study. In order to obtain the qualitative data, a semi-structured interview which consisted of three multiple choice questions and an open-ended question was conducted with all the participants. However, only 11 out of thirty-three participants (5 participants from the control group, 6 participants from the experimental group) answered all the questions while the other participants did not give any answer to the open-ended question. The findings obtained from semi-structured were categorized based on themes.

In accordance with the first theme ‘the effects of the study on participants’, most of the participants investigated that they improved their English in one way or another through the study. It means that the current study provided the participants to find out how they could improve their language skills such as pronunciation, reading comprehension, vocabulary knowledge. Especially, participants in the experimental group enjoyed the activities and were satisfied with L1 use in the class. Paralell to this finding, Mayo and Hidelgo (2012) investigated at the end of their own study that the use of L1 provided students feel relaxed and comfortable when they got into difficulty such as unknown words or sentence structure in TEFL process. However, 15.15 % of the participants in the current study (n=5) were undecided about pre-reading activities in L1 and L2. It can be clarified that these participants were not interested in pre-reading activities or English. This result might be stated the effects of the participants’ interest on learning a language process as parallel Surkam and Yearwood’s view.

In line with the second theme ‘forbidden to use L1 in the class’, participants in the control group were familiar with the activities conducted in L2. Therefore, most of the participants could understand the lesson and express themselves without hesitation. Moreover, most of the participants investigated that they could improve their pronunciation and vocabulary knowledge. In addition, they were aware of improving their communication in L2. It can be stated that these findings bear a striking similarity to Macaro’s study.

Based on the third theme ‘the effects of L1 use in the class’, almost all the participants, who answered the fourth question (n=6), expressed their thoughts towards the current study. The participants mentioned mostly the following statements:

- The use of L1 during the CS lessons helped the participants understand the activities easily and participate actively.
- The use of L1 could increase the participants’ interest in English.
- The participants could break down their prejudices due to the use of L1 in the class.
- The current study could help the participants improve their pronunciation and vocabulary knowledge.

Appertaining to these statements, it might be claimed that L1 can be an alternative way to enable the participants to become more willing to participate in the class since Macaro (2001) investigated that the use of L1 can have effects on students-teacher interaction. Additionally, based on the statements it can be notified that the use of L1 association in the class might enable the participants to improve their own ways to overcome when they would have difficulty in learning L2. This finding relatively shows similarities with Stern's study. Stern (1992) highlighted that L1 can support the participants to create their effective ways of dealing with the meaning and content of L2 tasks.

To sum up, the views of participants with regard to the current study indicate that pre-reading activities in L1 provided several benefits such as participants' prejudices towards English and helping their willingness towards English. Additionally, it can also be claimed that prohibition of L1 use, to some extent, contributes to improving participants' pronunciation and vocabulary knowledge.

5.3. Implications of the Study

The use of L1 has become an argumentative topic in teaching foreign languages. Therefore, there are many studies on whether L1 should be a part of the class or not. As a result, some researchers state that in order to an effective learning a target language, L1 should be completely omitted in TEFL process (Macaro, 2001; Rommel & Tonelli, 2017; Littlewood & Yu, 2011; Turhanlı, 2018), others claim that L1 use has a vital role on TEFL process (Stern, 1992; Foley & Flynn, 2013; Ghorbani, 2011; Mayo & Hidelgo, 2017; Hall, 2018). Additionally, many researchers dealt with the role of L1 in teaching grammar in L2 (Asl, 2015; Bhatti & Mukhtar, 2017; Rommel & Tonelli, 2017; Shoeib, 2016), whereas there are few studies about the role of L1 on teaching vocabulary (Camó & Ballester, 2015; Hashim, 2015; Latsanyphone & Bouangeune, 2009; Liu, 2008; Lotto & de Groot, 1998; Prince, 1996; Ramachandran & Rahim, 2004). However, none of them has discussed the use of L1 in L2 pre-reading activities.

The findings obtained from pre-test and post-tests illustrated that no statistically significant differences were found between the two groups, which means that L1 use in pre-reading activities did not have an effect on reading comprehension in L2. Considering the findings obtained through interviews, it might be stated that L1 can be an alternative way to enable the participants to become more persuading to participate in the class.

In the light of statements above, the following implications can be presented:

- a. The use of L1 might provide several benefits in terms of helping their willingness towards English lessons even though there were no differences between the learners' overall reading test scores.
- b. The use of L1 might motivate learners who have difficulty in understanding instructions or activities.
- c. L1 might be used as a bridge between teacher and learners to overcome the biases towards the lesson.
- d. With respect to common responses in the interview, the use of L1 might make the teaching process more understandable.
- e. Even though there were no differences between the learners' overall reading test scores, the use of L1 might be avoided to encourage learners to communicate in the target language and find out learners' own ways to overcome when they would encounter a problem.
- f. Forbidding or limiting the use of L1 might lead learners to improve their pronunciation and vocabulary knowledge in the target language.

5.4. Suggestions for Further Researches

The study was conducted with the two statistically equal groups based on pre-test results. Firstly, all the statistical inferences in this study showed that there were no significant differences between the learners' overall reading test scores when the pre-reading activities were conducted either in L1 or L2. The number of the participants of the study was limited; therefore, further research can be conducted with larger samples to ensure generalizability. Additionally, the participants' views towards pre-reading activities conducted in L1 and L2

in the CS lessons were qualitative aspect of this study. Due to the time limitation, this study took 12 weeks except the preparation weeks involving getting permissions. Therefore, future studies may also be conducted in a longer process.

Moreover, this study, which included 8 sessions consisted of 2 hours each, was conducted via the CS lessons in one semester. Therefore, further studies can be conducted in main courses for longer periods. Finally, this study presented the data that were obtained from B1 EFL learners. It can also be suggested that further studies may be conducted with participants with higher levels of proficiency in the target language.

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TÜRKÇE GENİŞLETİLMİŞ ÖZET

Giriş

Problem Durumu

Yabancı dil öğretimi esnasında anadilin kullanımı uzun yıllardır üzerinde araştırma yapılan ve hâlâ birçok araştırmacı ve öğretmen tarafından tartışılan bir konudur. Bazı araştırmacılar anadilin dil öğretimi sürecinden tamamen çıkarılması gerektiğini savunurken bazıları belirli ölçüde anadilin bu sürece dahil edilebileceğini savunmaktadır. Hatta, dil öğretiminde kullanılan yaklaşımlar (approaches) ve metotların (methods) da bu fikir ayrılıklarını bariz olarak göz önüne sermektedir. Mesela, Macaro (2001) öğrencilerin hedef dilde iletişim kurmalarının desteklenmesi için anadilin tamamen dil öğretim sürecinden çıkarılması gerektiğini savunmaktadır. Yine aynı şekilde, Rommel ve Tonelli (2017) çalışmalarında öğrencilerin hedef dildeki düşünme becerilerinin ve hedef dildeki telaffuzlarının geliştirilmesi için anadilin tamamen dil öğrenme sürecinden çıkarılması gerektiğini belirtmiştir. Ancak, Stern (1992) veya Ghorbani (2011) gibi araştırmacılar çalışmalarında anadilin kısmi olarak kullanılmasının faydalı olduğunu düşünmektedir. Mesela, Asl (2015) ve Shoeib dilbilgi öğretiminde anadilin faydalı olabileceğini düşünürken Hashim (2015) ve Liu (2008) çalışmalarında kelime öğretiminde anadilin faydalarına vurgu yapmıştır.

Kısacası, bu alanda birçok çalışma bulunmaktadır; fakat, dinleme, konuşma, okuma, yazma gibi ayrı beceriler üzerinden ana dil kullanımını sınırlı sayıda çalışma incelemiştir. Ancak, anadilin okuma öncesi aktivitelerde kullanılmasıyla ilgili çalışmalar kısıtlıdır. Buna ek olarak, B1 seviyesi katılımcılarla okuma öncesi aktivitelerin okuduğuna anlamaya etkisiyle ilgili yapılan çalışmalar da kısıtlıdır.

Problem Cümlesi

Bahsedilen amaç doğrultusunda, bu çalışmanın araştırma problemleri aşağıda belirtildiği gibidir:

1. Deney ve kontrol gruplarının son testte elde edilen skorları arasında istatistiksel olarak anlamlı bir farklılık var mıdır?

2. Deney ve kontrol grubu öğrencilerinin okuma öncesi aktivitelerin uygulanması hakkındaki görüşleri nelerdir?

Araştırmanın Amacı

Burdur’da özel bir okulda 6. Sınıflarda uygulanan İngilizce CS dersindeki ‘Okuma’ bölümlerinde öğrencilerin *Okuduğunu Anlama Becerisi*’nin geliştirilmesinde kullanılacak olan aktivitelerin anadilde mi yoksa hedef dilde mi yapılmasının daha etkili olduğu belirsiz durumdadır. Yapılan kaynak taraması, okuma öncesi aktivitelerin anadilde yapılmasına dair çalışmaların yetersiz (kısıtlı) olduğunu göstermektedir. Bu yüzden, bu çalışmanın amacı anadilde ve ikinci dilde yapılan okuma öncesi aktivitelerin yabancı dil olarak İngilizce öğrenen öğrencilerin okuduğunu anlamasına etkisini incelemek ve öğrencilerin görüşünü almaktır.

Araştırmanın Önemi

Bu çalışmanın bahsedilen amaçlar doğrultusunda öğrencilerin anadilinin hedef dildeki *Okuduğunu Anlama Becerisi*’nin gelişmesinde önemli bir rol oynayacağı ve hedef dildeki *Okuma Becerisi*’ne katkıda bulunacağı düşünülmektedir.

Yöntem

Araştırmanın Yöntemi

Bu çalışmada veriler hem niteliksel hem de niceliksel araştırma yöntemi ile toplanmıştır. Veriler ilk olarak niceliksel yöntem ile toplanıp analiz edilmiştir, ardından her iki gruptaki katılımcıların görüşlerini ortaya çıkarmak için niteliksel yöntemden faydalanılmıştır.

Çalışma Grubu

Çalışma, Burdur Merkez’de özel bir okulda 6.sınıfta okumakta olan 33 öğrenciyle gerçekleştirilmiştir. Niteliksel verileri toplamak için ise tüm katılımcılarla birebir görüşülmüştür.

Veri Toplama Araçları

Çalışmada okul zümresi tarafından daha önce kullanılan seviye tespit sınavının (EK 5) okuma bölümü ilk ve son test olarak uygulanmıştır. Ayrıca, çalışma süresince yine okul

zümresi tarafından belirlenen kitabın okuma kısımları (EK 4) uygulanmıştır. Çalışmanın niteliksel verileri, araştırmacı tarafından önceden hazırlanmış 4 tane sorunun yönlendirildiği yarı yapılandırılmış görüşmeler ile elde edilmiştir (Ek 6).

Verilerin Analizi

Niceliksel verilerin analizinde IBM SPSS İstatistik 22.0 programı kullanılmıştır. Analizde ilk önce betimleyici istatistik elde edilip tablo haline getirilmiştir. Daha sonra, son testten elde edilen skorlar ilişkisiz (bağımsız) örneklem t-testi ile analiz edilmiştir. Niteliksel veriden elde edilen bulgular ise araştırmacı tarafından yazıya dökülmüştür. Daha sonra araştırmacı tarafından temalara ayrılmış, kategorize edilmiş ve kodlanmıştır.

Bulgular

Tablo 15.

Betimsel İstatistik Tablosu

Değişken	Grup	N	$\bar{x}$	sd	Test		
						Df	
İlk-test	Kontrol grubu	15	6,00	1,648	,478	31	.636
	Deney grubu	18	5,72	1,674			
Son-test	Kontrol grubu	15	6,60	1,765	, -1153	31	.258
	Deney grubu	18	7,44	2,332			

Tablo 15’ te görüldüğü üzere kontrol grubunda 15 katılımcı deney grubunda ise 18 katılımcı bulunmaktadır. Çalışma öncesinde yapılan ilk test bize her iki grubun da eşit olduğunu göstermektedir ($p=0,636 > 0,05$). Çalışma süresince katılımcılar arasında herhangi bir kayıp yaşanmamıştır.

Niceliksel çalışmalarda *İlişkisiz (bağımsız) örneklem t-testi* için en az iki bağımsız grup yer almalı ve katılımcıların ortalama skorları analiz edilmelidir (Dinçer, 2014). Böylelikle, katılımcıların son-test skorları ilişkisiz (bağımsız) örneklem t-testi ile analiz edilmiştir. Çalışma sonunda yapılan son-testte kontrol grubunun ortalaması 6,60 iken Deney grubunun ortalaması 7,44 olmuştur ve son test skorlarına göre çalışma sonunda her iki grup arasında

istatistiksel olarak anlamlı bir fark yoktur. Ancak, Tablo 15’ te görüldüğü üzere Deney grubu çalışma süresince kendini daha fazla geliştirmiştir. Etki büyüklüğü 1,72 olarak elde edilmiştir.

Tablo 16.

İlk-test Puanlarına Göre Bağımsız Gruplar T Testi Tablosu

		<i>Ortalama</i>	<i>SS</i>	<i>T</i>	<i>Df</i>	<i>P</i>
İlk-test	Kontrol	6,00	1, 648	,478	31	.636
	Deney	5,72	1, 674			

Deney ve kontrol grubundaki öğrencilerin ilk-test puan ortalamaları arasında istatistiksel olarak anlamlı fark yoktur ($t_{(46)}=.478$, $p=.636$, $p>.05$). Yani bu iki grup ilk-test puanlarına göre birbirine denktir.

Tablo 17.

Son-test Puanlarına Göre Bağımsız Gruplar T Testi Tablosu

		<i>Ortalama</i>	<i>SS</i>	<i>T</i>	<i>Df</i>	<i>P</i>
Son-test	Kontrol	6,60	1, 765	, -1153	31	.258
	Deney	7,44	2, 332			

Deney ve kontrol grubundaki öğrencilerin son-testlerinden elde edilen puan ortalamaları arasında istatistiksel olarak anlamlı fark elde edilmemiştir ($t_{(46)}=-.1153$, $p=.258>0,05$). Ancak, deney grubunun son-test ortalamasında etki büyüklüğü 1,72 olarak elde edilirken ($X=7,44$) kontrol grubunun son-test ortalamasında etki büyüklüğü 0,60 olarak elde edilmiştir ($X=6,60$). Deney grubuna uygulanan okuma öncesi aktivitelerin Türkçe olarak yapılması öğrencilerin son-testlerinde istatistiksel olarak anlamlı bir fark oluşturmamıştır.

Sonuç, Tartışma ve Öneriler

Bu çalışma, anadilde ve ikinci dilde yapılan okuma öncesi aktivitelerin yabancı dil olarak İngilizce öğrenen öğrencilerin okuduğunu anlamasına etkisini incelemeyi ve öğrencilerin bu süreçle ilgili görüşünü almayı hedeflemiştir. Bu doğrultuda belirlenen deney grubunda okuma öncesi aktiviteler Türkçe uygulanırken, kontrol grubunda bu aktiviteler İngilizce olarak uygulanmıştır ve ders esnasında Türkçe kullanımına izin verilmemiştir. Çalışma katılımcıların haftada 2 saat İngilizce İletişim Becerileri dersinde yapılmıştır. Sonrasında, tüm katılımcıların İletişim Becerileri dersindeki uygulamalara dair görüşleri alınmıştır. Ayrıca, çalışma için ertelenmiş son-test uygulaması da planlanmıştır ancak Bahar döneminde öğrencilerin sınıflarının karma uygulamasına geçilmesinden ve araştırmacının okuldan mecburi sebeplerden dolayı ayrılması durumundan dolayı uygulanamamıştır. Çalışma hem niteliksel hem de niceliksel araştırma yöntemi ile gerçekleştirilmiştir. İlk önce veriler niceliksel yöntem ile toplanmış; ardından niteliksel yöntem kullanılmıştır. Her iki grubun son-testten elde edilen skorları incelendiğinde, gruplar arasında istatistiksel olarak anlamlı bir farklılık bulunmamıştır. Bu da öğrencilerin anadilinin yabancı dil öğrenmede etkili olmadığını göstermektedir. Öte yandan, çalışmadaki katılımcıların görüşünü almak için öğrencilere yarı yapılandırılmış görüşme sağlanmış ve katılımcılara bireysel olarak 4 tane soru yönlendirilmiştir. Katılımcıların görüşleri doğrultusunda, deney grubu katılımcıları anadilde yapılan okuma öncesi aktiviteleri derse daha fazla katılımcı olunması konusunda olumlu bulurken kontrol grubundaki katılımcıların ikinci dilde yapılan okuma öncesi aktiviteleri telaffuz ve kelime bilgisini geliştirmek için yararlı bulduğunu ortaya çıkmıştır. Yabancı dilde okuma bağlamında ülkemizde de çalışmalar yapılmıştır (Başol, 2011; Kartal, 2012; Gürkan, 2012; Fındık, 2013; Abi, 2014; Armağan, 2017; Özdemir, 2017) ancak hiçbiri anadildeki ve hedef dildeki okuma öncesi aktivitelerin etkisini ele almamıştır. Bu nedenle, bu çalışma ikinci dil ediniminde anadil kullanımına ilişkin küçük ölçekli çıkarımlar sunması muhtemel bir çalışmadır ve Yabancı dil eğitiminde anadil kullanımını okuma öncesi aktiviteler üzerinden gözlemleyerek spesifik bulguların edinilmesine katkıda bulunmaktadır. Ayrıca, katılımcı düşüncelerinin değerlendirilmesi bulguların derinleştirilmesinde faydalı olmuştur. Son olarak, bu çalışma alandaki paydaşların yabancı dil eğitiminde ana dil

kullanımına dair literatürde alternatifli değerlendirmeler bulmalarına fayda sağlamaya yardımcı olacak bir çalışmadır.





APPENDICES

Appendix 1: Ethical Committee Approval

Evrak Tarih ve Sayısı: 07/12/2018-E.62596



T.C.
BURDUR MEHMET AKİF ERSOY ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü Müdürlüğü

Sayı : 79673485-302.08.01-E.62596
Konu : Etik Kurul (Aysem ÖKTEM)

07/12/2018

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞINA

Anabilim Dalınız İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Aysem ÖKTEM'in Doç. Dr. Ferit KILIÇKAYA danışmanlığında yürüttüğü "The Effects of PreReading Activities Given in L1&L2 on Reading Comprehension"konulu tez çalışması ile ilgili Üniversitemiz Girişimsel Olmayan Klinik Araştırmalar Etik Kurulu Raporu ektedir.

Bilgilerinizi ve gereğini rica ederim

Dr. Öğr. Üyesi Mustafa KILIÇ
Enstitü Müdürü

Ek:Etik Kurul Raporu

Evrakı Doğrulamak İçin : <https://ebys.mehmetakif.edu.tr/enVision/Dogrula/844NT60>

İstiklal Yerleşkesi 15030 BURDUR
Telefon:+90 248 213 32 02 Faks+90 248 213 32 09

Ayrıntılı bilgi için irtibat: Ziya Yeniçeri
Evrak Pin Kodu: 88781

e-Posta ebe@mehmetakif.edu.tr Elektronik Ağ:http://ebe.mehmetakif.edu.tr **Kep Adresi :** maku@hs01.kep.tr

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.



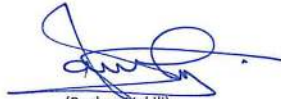


T.C.
MEHMET AKİF ERSOY ÜNİVERSİTESİ
Girişimsel Olmayan Klinik Araştırmalar Etik Kurulu

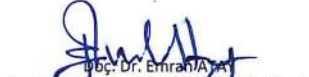
ARAŞTIRMA PROJESİ DEĞERLENDİRME RAPORU

Toplantı Tarihi: 07.11.2018 Çarşamba
Toplantı No:2018/10
Karar No: GO 2018/108

Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans programı öğrencisi Aysem ÖKTEM'in sorumlu araştırmacı olduğu, *"The Effects of PreReadingActivities given in L1&L2 on Reading Comprehension"* başlıklı proje önerisi araştırmanın gerekçe, amaç, yaklaşım ve yöntemleri dikkate alınarak incelenmiş olup, etik açıdan uygun bulunmuştur.


(Başkan Vekili)
Prof. Dr. Ahmet ONAY
(İlahiyat Fakültesi Öğretim Üyesi)


(Başkan)
Prof. Dr. Yakup YILDIRIM


Doç. Dr. Emrah AYAR
(Bedensel Eğitimi ve Spor YO Öğretim Üyesi)

(Katılmadı)
Doç. Dr. Mustafa LAMBA
(İktisadi ve İdari Bilimler Fakültesi Öğretim Üyesi)


Doç. Dr. Ramazan ADANIR
(Veteriner Fakültesi Öğretim Üyesi)


Doç. Dr. Özlem TAGAY
(Eğitim Fakültesi Öğretim Üyesi)


Dr. Öğr. Üyesi Altan YILMAZ
(Mühendislik Mimarlık Fakültesi Öğretim Üyesi)


Dr. Öğr. Üyesi Canan DEMİR BARUTCU
(Sağlık Bil. Fak. Öğretim Üyesi)

(Katılmadı)
Dr. Öğr. Üyesi Dilara AKÇORA YILDIZ
(Fen-Edebiyat Fakültesi Öğretim Üyesi)

(Katılmadı)
Dr. Öğr. Üyesi Gaye GÖKALP YILMAZ
(Fen-Edebiyat Fakültesi Öğretim Üyesi)


Dr. Öğr. Üyesi Murat BAYEZİT
(Sağlık Bil. Fak Öğretim Üyesi)


Dr. Öğr. Üyesi Mümin POLAT
(Sağlık Bil. Fak Öğretim Üyesi)


Dr. Öğr. Üyesi Ömer Gürkan DİLEK
(Veteriner Fakültesi Öğretim Üyesi)

Appendix 2: The School Board Approval

T.C.
MEHMET AKİF ERSOY ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ VE EĞİTİMİ BÖLÜM BAŞKANLIĞINA

04/10/2018

2018-2019 Eğitim Öğretim yılında kurumumuzda çalışan İngilizce öğretmeni AYSEM ÖKTEM'in EK'te belirttiği dilekçeye istinaden Mehmet Akif Ersoy Üniversitesinde çalışmakta olduğu "The Effects of Pre-Reading Activities given in L1 & L2 on Reading Comprehension" (Anadilde ve İkinci Dilde Yapılan Okuma Öncesi Aktivitelerinin Okuduğunu Anlama Becerisine Etkileri) konulu tezinde kullanılmak üzere Burdur Özel Bahçeşehir Koleji Ortaokul biriminde dersine girdiği 6. Sınıflardan veri toplamasına izin verilmiştir.

Tarafınıza sunar, gereğini arz ederim.

GURBET ÇETİN

Burdur Bahçeşehir Koleji Okul Müdürü

EK 1: Dilekçe

ÖZEL BAHÇEŞEHİR KOLEJİ ORTAOKUL MÜDÜRLÜĞÜNE
BURDUR

2018-2019 Eğitim Öğretim yılında kurumunuzda çalışan İngilizce öğretmeni olarak Mehmet Akif Ersoy Üniversitesinde çalışmakta olduğum "The Effects of Pre-Reading Activities given in L1 & L2 on Reading Comprehension" (Anadilde ve İkinci Dilde Yapılan Okuma Öncesi Aktivitelerinin Okuduğunu Anlama Becerisine Etkileri) konulu tezimde kullanılmak üzere Burdur Özel Bahçeşehir Koleji Ortaokul biriminde dersine girdiğim 6. Sınıflardan veri toplamak istiyorum. Öğrencilere yapacak olduğum uygulamalar, müfredatı aksatmayacak, onlara psikolojik ya da fiziksel olarak yansımayacak ve öğrencilerin notlarını herhangi bir şekilde etkilemeyecektir. Çalışmamın temel amacı öğrencilerin İngilizce dil becerilerini geliştirmektir.

Tez uygulamamı, okulunuzun 6. Sınıf öğrencileriyle haftada iki saat kendi ders saatimde birlikte yürütmek istediğimi tarafınıza sunar, gerekli izinlerin alınmasını arz ederim.


AYSEM ÖKTEM
03.10.2018

Appendix 3: An Example of The Consent Form

BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAM FORMU

Değerli Veli,

2018-2019 Eğitim Öğretim yılında Bahçeşehir Koleji İngilizce öğretmeni olarak Mehmet Akif Ersoy Üniversitesinde çalışmakta olduğum "The Effects of Pre-Reading Activities given in L1 & L2 on Reading Comprehension" (Anadilde ve İkinci Dilde Yapılan Okuma Öncesi Aktivitelerinin Okuduğunu Anlama Becerisine Etkileri) konulu tezimde kullanılmak üzere Burdur Özel Bahçeşehir Koleji Ortaokul biriminde dersine girdiğim 6. Sınıf öğrencilerinden veri toplamak istiyorum. **Öğrencilere yapacak olduğum uygulamalar, müfredatı aksatmayacak, onları müfredattan ya da arkadaşlarından geri bırakmayacak aksine onların dil gelişimine katkıda bulunacaktır. Bu çalışma, öğrencilere psikolojik ya da fiziksel olarak yansımayacak ve öğrencilerin notlarını herhangi bir şekilde etkilemeyecektir. Çalışmamın Bahçeşehir Koleji'nde yapılmasının temel amacı öğrencilerin İngilizce dil becerilerini geliştirmektir.**

Okul yönetimi tarafından gerekli izinler alınmış olup siz değerli velilerin de bilgisi çerçevesinde bu çalışmayı yürütmek istiyorum. Tarafınıza sunar, bu doğrultuda akademik anlamda destek olmak adına aşağıdaki bölümü doldurup imzalayıp tarafıma 17/10/2018 tarihine kadar iletmenizi rica ederim. Ayrıca, aşağıda belirttiğim telefon numarasından ya da mail adresinden bana ulaşabilir, çalışmayı takip edebilir ve çalışma ile ilgili detaylı bilgi alabilirsiniz.


AYSEM ÖKTEM
İngilizce Öğretmeni

Tlf: +90 544 228 12 47

E-mail: oktemaysem@gmail.com

Burdur Bahçeşehir Koleji Ortaokul birimi 6/..... sınıfında bulunan **kızım/oğlum**'ın/in 2018-2019 Eğitim Öğretim yılında İngilizce CS dersinde uygulanan aktivitelerin veri olarak toplanıp **kızım/oğlum** ile yukarıda belirtilen tezde görüşme yapılmasına izin veriyorum./10/2018

Veli Adı&Soyadı:

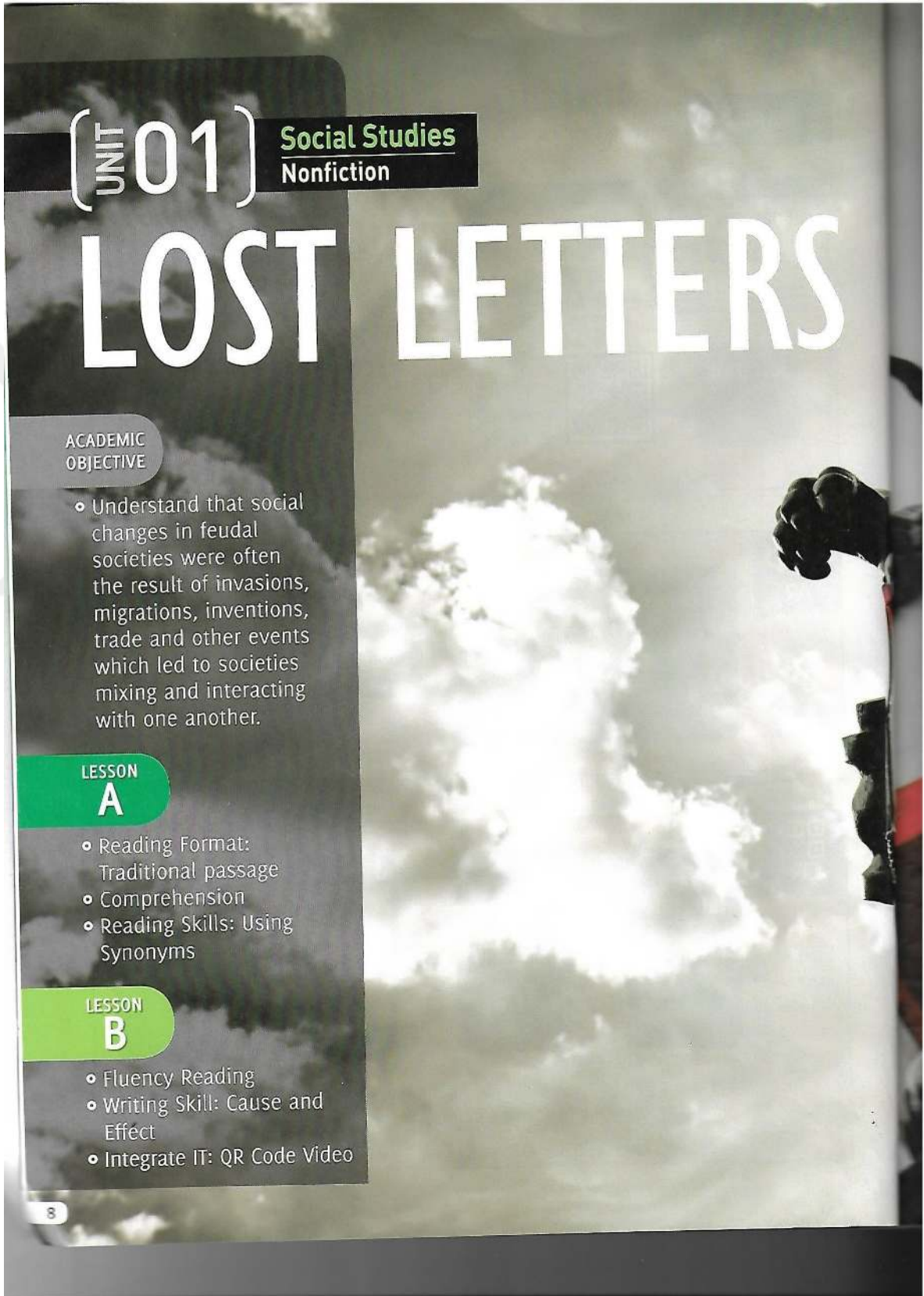
İmza:

Appendix 4: An Example Unit of The Course Book Integrate 3

Integrate

READING & WRITING

BUILDING 3



UNIT 01

Social Studies
Nonfiction

LOST LETTERS

ACADEMIC OBJECTIVE

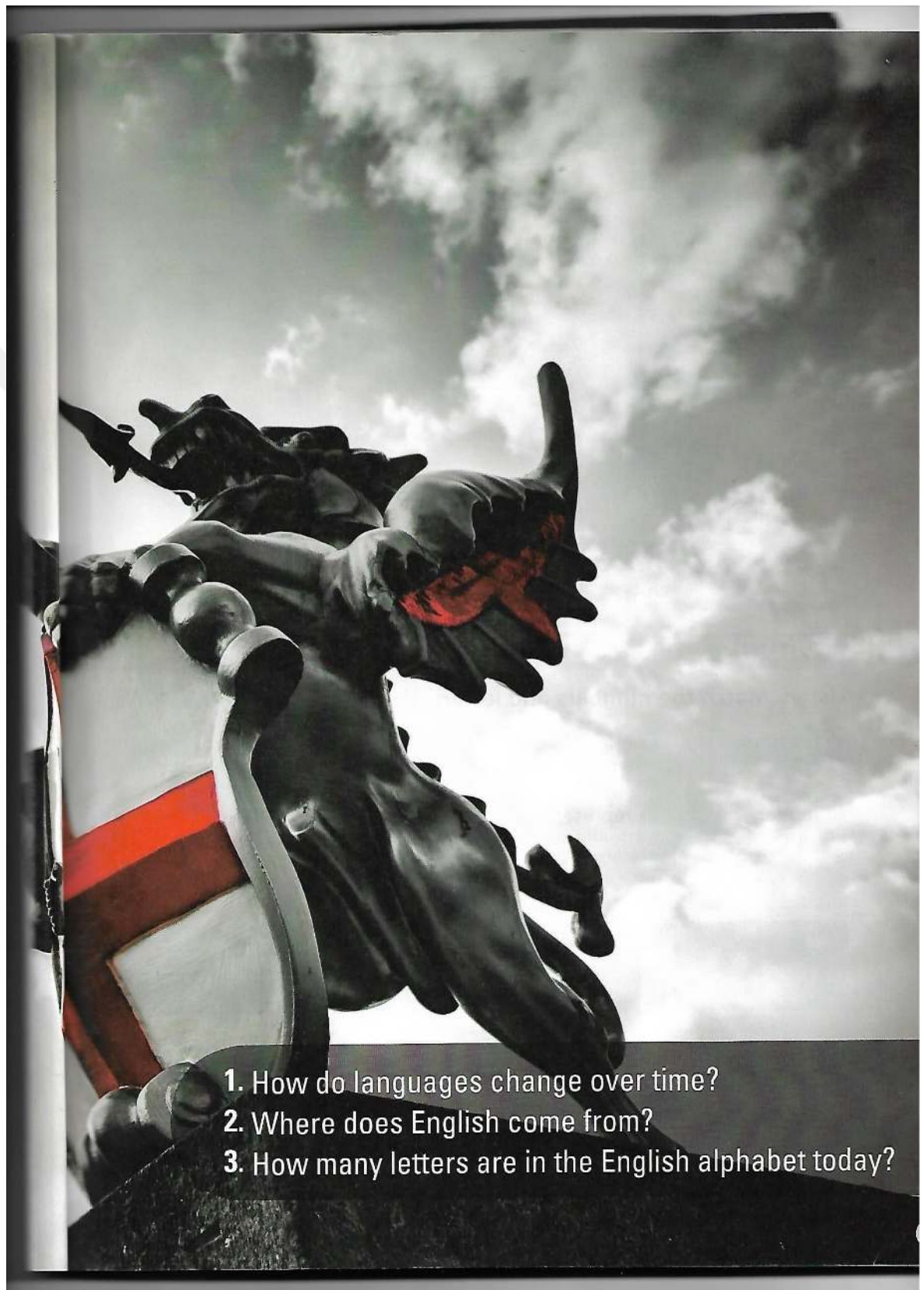
- Understand that social changes in feudal societies were often the result of invasions, migrations, inventions, trade and other events which led to societies mixing and interacting with one another.

LESSON A

- Reading Format: Traditional passage
- Comprehension
- Reading Skills: Using Synonyms

LESSON B

- Fluency Reading
- Writing Skill: Cause and Effect
- Integrate IT: QR Code Video



1. How do languages change over time?
2. Where does English come from?
3. How many letters are in the English alphabet today?

LOST LETTERS

- Social Studies / Nonfiction
- Comprehension
- Reading Skill: Using Synonyms

Warm Up

How many of these countries do you know?
What languages do they speak?

NEW WORDS

A Listen. Match the numbers and letters, then write. 

1 invasion
(n) an attack

2 migration
(n) movement to another place to live

3 replace
(v) to switch or change to something else

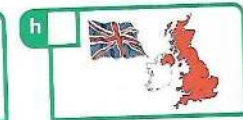
4 rune
(n) a type of letter for reading and writing

5 modern
(adj) very new

6 represent
(v) to be a sign or symbol of something

7 trade
(n) the activity or process of buying, selling, or exchanging goods or services

8 ancient
(adj) very old





STRUCTURE: SIMPLE PAST PASSIVE

B Read.

1. England *was invaded* by Western Europeans.
2. It *was excluded* from the alphabet.

C Unscramble and write.

1. attacked England the Vikings was by
 2. was created English alphabet The first
 3. were Goods between traded countries
1. _____
 2. _____
 3. _____

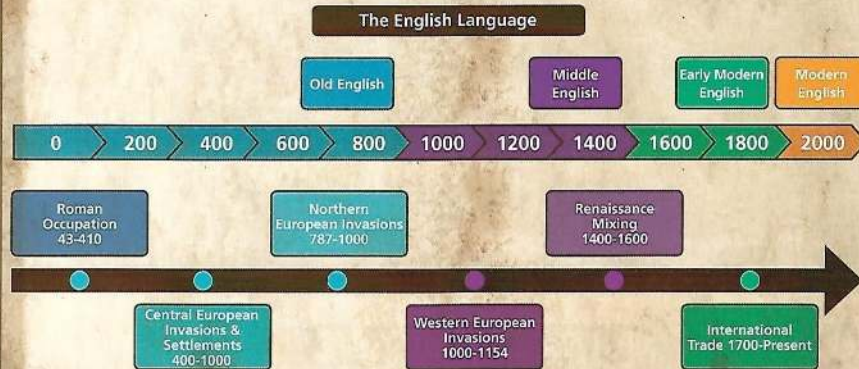
READING

Background This reading is about the history of English.

A Listen and read along. 03

Lost Letters

THE HISTORY OF ENGLISH

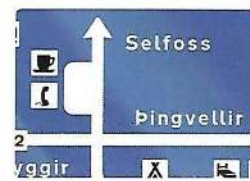


The English language has changed a lot over time. Invasions, migrations, and trade have changed it. English speakers mixed with non-English speakers. They borrowed words, adopted letters, and learned new sounds.

In 787, northern Europeans invaded modern-day England. People there spoke Old English. They created the first English alphabet, called Futhark. The letters are called runes. One of the runes is called thorn. It represents the sound *th*. But thorn looked too similar to the letter *p*, so it was later

Þ þ

These are the uppercase and lowercase thorn. It makes the same kind of "th" sound you hear in words like thing, thick, and thin.



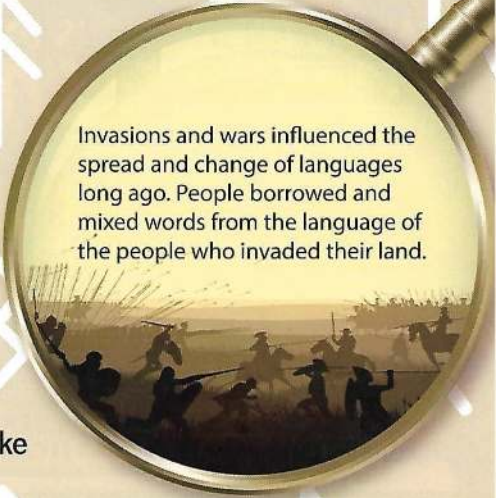
Thorn is still used in modern Icelandic.

replaced by the letters *th*. This is why today *t* and *h* have a unique sound when put together.

Around 1000, England was invaded by Western Europeans. From 1100 to 1500, Old English changed into Middle English. It used Latin letters. They look like today's alphabet.

From 1500 to 1800, the language changed into Early Modern English. It used twenty-seven alphabet letters. The 27th letter was the ampersand. All of the other letters represent sounds. But the ampersand represents the word *and*. However, being the only letter that represented a word, it was eventually dropped from the alphabet. The symbol is still used today, though. You can see it on any keyboard.

These and other events, occurring since ancient times, have resulted in today's Modern English.



Invasions and wars influenced the spread and change of languages long ago. People borrowed and mixed words from the language of the people who invaded their land.

ᠠ ᠠ

English used to have a letter for the word *that*, *which* is the name of this Futhark rune. It was eventually dropped from the alphabet because it's a word, not a sound.

ꝺ Ꝼ

The letter *eng* was invented by a writer named Alexander Gill in 1619. *Eng* represents the sound *ng* as in *sing*. Gill wanted a faster way to write the sound. The word *singing* would've been written *sinjin*, for example. It was popular for a time but didn't actually save much time and was excluded from the alphabet.

&

Ampersand used to be the 27th letter of the alphabet. The word got its own letter because it was used so frequently.

READING COMPREHENSION

A Choose the best answer.

- What is this reading about?
a. Europeans b. English c. Old English d. thorn
- What is NOT something that changed the English language?
a. trade b. invasions c. migrations d. keyboards
- What was the name of the first English alphabet?
a. Futhark b. runes c. Latin d. Old English
- Which letter was once the 27th letter of the alphabet?
a. N b. P c. T d. &

READING SKILL: USING SYNONYMS

B Circle the synonyms of the vocabulary words.

Vocabulary Words							
invasion	migration	replace	rune	modern	represent	trade	ancient
Synonyms: Words or phrases that mean the same thing as the vocabulary words above.							
attack	change	locate	letter	old	present	exchange	special
travel	movement	change	number	new	mean	market	old
Use Synonyms							

- The ancient Futhark runes of Old English formed the first English alphabet.
- Trade, migrations, and invasions helped change languages.
- Middle English, which used Latin letters, replaced Old English.
- Early Modern English had a 27th letter that represented a word, not a sound.
- Today, people speak Modern English.

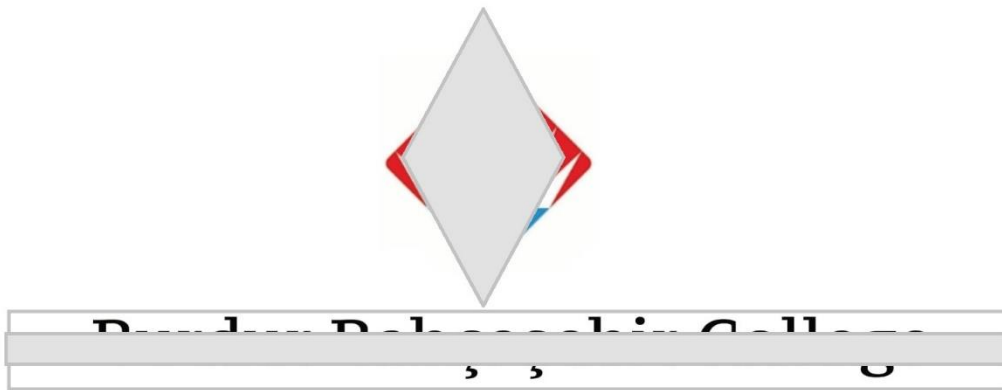
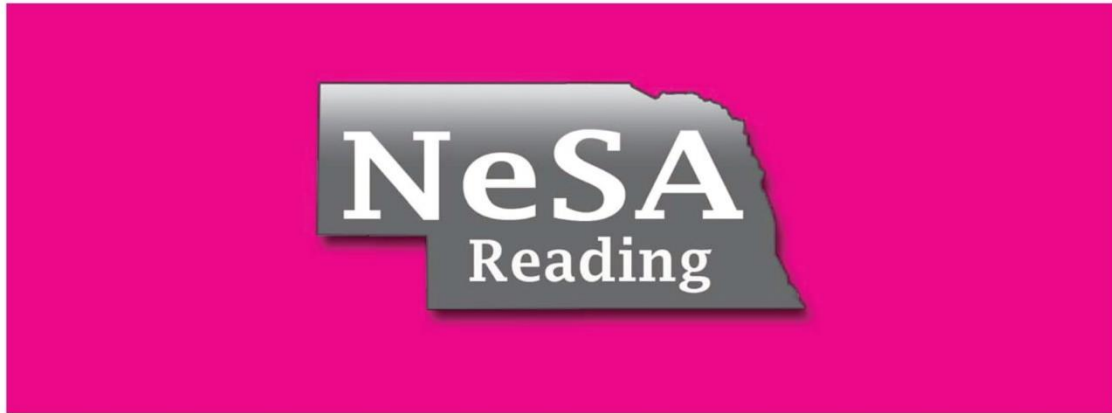
SUMMARY: USING SYNONYMS

C Use the reading skill activity. Rewrite the sentences using synonyms.

- _____
- _____
- _____
- _____
- _____

Reading Skill: Use synonyms to summarize the reading about the history of English.

Appendix 5: Multiple Choice Question Test (used as pre-test and post-test)



**Grade 6
Reading
Practice Test**

Name:

Directions:

On the following pages are passages and multiple-choice questions for Grade 6 Reading PracticeTest.

Each question will ask you to select an answer from among four choices.

For all questions:

- Read each passage. Then answer each question carefully by choosing the best answer.
- Mark your answers for ALL of the questions.

Remember only one of the choices provided is the correct answer.

READING

Let's Have a Chess Club

Good morning. I am happy to have the chance to talk to you during our class meeting today. First, I want to ask you two questions. If you could get better scores on math exams simply by learning to play a game, would you be interested? And if I told you that playing a particular game would give a boost to your reading skills, would you want to learn the game? Sure you would. The game I am talking about is chess.

Someone may have told you that chess is a game for "brainy" people. Wrong! I read that some kids learn to play when they are four years old. The game is not difficult to learn. There is a second grader in my neighborhood who plays chess with his big brother. If a second grader can learn to play, I know we sixth graders can learn to play. I want to tell you more about the game, but first I want to talk about starting a chess club here at school.

- 3 I said that you could get better scores in math by learning chess. When I was getting facts together to talk to you about starting a club, I did a lot of research on the library computer. I found many, many pages on the Internet telling how this game is so much more than just a way to pass the time. Chess requires problem solving. Educators and researchers have done studies with students just like you and me. These studies prove that chess teaches how to think ahead, how to plan, and how to be systematic in an approach to problem solving. If we know better how to use these skills, it figures we can use these same techniques to solve math problems. I read that one junior high school teacher in California said that he saw improvement in his math students' scores after they had been playing chess for only three weeks. Is there any one of us who couldn't improve his or her math skills?

Memorizing worked for us when we learned the multiplication **tables**, but chess is not about memorizing. Sometimes trying to memorize too many facts or formulas gets in the way of figuring out things for ourselves. Playing chess is a mental workout. It is thinking and analyzing. When we read, we think about and analyze the material and hope that we comprehend it. Playing chess also will help us learn to concentrate, something we must do when we read.

There is no cost for chess lessons. There is no special equipment to buy or uniform required. The only thing you have to bring to the club meetings is a determination to learn how to play. Learning how to shoot baskets is great exercise, but unless you are another David Robinson, it will not be that much help in your future life. Strategy and reasoning are tools we can use for a lifetime. Chess will help us develop these skills.

Chess is not the least bit dull or boring. Maybe you have heard of Garry Kasparov. In 2004, he was rated the highest-scoring chess player in the world. In 1999, he played a game of chess on the Internet. It was called the Kasparov vs. The World online chess match. Kasparov faced a team of players from seventy-five different countries. He made the first move on June 21, 1999. Then the opposition had twenty-four hours to make its move. Four chess experts suggested certain moves and posted them online to world team players. The world team then voted for the move they thought best. The move that received the most votes was the move the experts used against Kasparov. This game was over in October 1999. Garry Kasparov made move number 62 and won the game. It is said that over 3 million people logged on to watch this thrilling match. I would not call that a boring game.

READING

Are you excited yet about learning to play chess? I hope so, because I am. Thank you for giving me this time to talk about organizing a club that I am sure you will enjoy and that will help all of us. Vote yes for chess!

1. What is the definition of the base word in **systematic**?
 - A. an organized method
 - B. random guessing
 - C. problem solving
 - D. a memorization approach

2. In paragraph 3, what does the narrator mean by, “Is there any one of us who couldn’t improve his or her math skills?”
 - A. No one needs to practice math.
 - B. Everyone could use practice with math.
 - C. Math skills are easy to learn.
 - D. Only students need to practice math skills.

3. In the phrase “Memorizing worked for us when we learned the multiplication **tables** . . .” what is the meaning of the word **tables**?
 - A. furniture designed for serving food
 - B. lists arranged in a particular order
 - C. broad, flat, elevated area of land
 - D. to put off for a period of time

4. What is the correct analogy?
 - A. Chess is to thinking as multiplication is to memorizing.
 - B. Chess is to reading as multiplication is to memorizing.
 - C. Chess is to computing as multiplication is to memorizing.
 - D. Chess is to playing as multiplication is to memorizing.

READING

5. Approximately how long did the Kasparov vs. The World chess match last?
- A. 24 hours
 - B. 62 days
 - C. 4 months
 - D. 5 years
6. What is the main idea of *Let's Have a Chess Club*?
- A. Garry Kasparov is rated one of the highest-scoring chess players in the world.
 - B. Chess raises math scores because it helps to teach problem solving.
 - C. It is not difficult to learn chess, and it can be played online.
 - D. Because chess teaches a variety of skills, it would be beneficial to have a chess club.
7. For what purpose might the author have written the passage?
- A. as an editorial for a newspaper
 - B. as an essay for English class
 - C. as a speech to classmates
 - D. as a letter to the principal
8. Who might find the information in the passage most useful?
- A. an opponent who explains why Kasparov is a good chess player
 - B. a child who wants his parent to buy a new computer game
 - C. a student who is asking a teacher to allow chess in the classroom
 - D. an athlete who is showing the differences between chess and basketball

READING**There's Still Gold in Those Hills**

America experienced a “gold rush” in the middle of the nineteenth century. Gold was discovered in the California mountains in 1848, and thousands of people hurried there. These gold seekers were called *forty-niners*, named after the year 1849. Gold rushes also took place in the present-day states of Colorado, Nevada, Montana, Arizona, New Mexico, Idaho, Oregon, and Alaska.

Now 150 years later, the mining operations have long since been abandoned. But that doesn't mean that all the precious metal is gone. In fact, there's still gold in those hills. With a little luck and a bit of work, people can find it. They can pan for gold like the forty-niners did so many years ago.

Where to Look

Although gold has been found in all fifty states, the best places to search are the states in the western third of the country. Because the metal gets washed out of the mountains by water, a gold seeker looks for a stream. A smaller creek is usually the best place to find gold. A stream that fills with rain water from time to time will have seen a good deal of erosion. It is in these types of streams that gold travels most easily.

With much luck, gold can be found in nugget form, but most often it appears as small flakes. Gold is very heavy and sinks. A miner might look for a little waterfall in the stream. Gold may be below it. Also, gold gets trapped deep down along the banks where the creek bends. It might also be found immediately downstream of a boulder or rock formation in the stream.

Getting to the Gold

A shovel is needed to dig up the rocks in the stream where there might be gold. Also needed is a pan that looks like a pie plate. Gold-panning pans are still sold at sports stores and hobby shops. Knowing how to care for the pan is important.

Any grease or oil in the pan needs to be removed. If there's anything slick in the pan, the flakes of gold will be washed out. The oil from a person's fingers is enough to make this happen. Heating the pan on a fire or the stove is the suggested way to get rid of the oil. Now it is ready to be used for panning!

A gold seeker digs up a shovelful of gravel from the stream and puts it into the pan. He then dips the pan into the stream and allows the water to soak the material. He shakes the pan a few times to let the heavier bits settle to the bottom. Then the pan is tipped slightly so that the grass, leaves, pine needles, and any other material float out. The gold will begin sinking to the bottom of the pan.

The panner will want to get rid of the remaining rocks and gravel, but he doesn't want to use his hands. The oil left behind by fingers will wash the gold out. Instead of using a stick, he scrapes out the top inch or so of gravel.

More Water

Unless a gold seeker spies a nugget in the pan (what luck!), he needs to add more water to the mix. He swishes the material in the pan in a slow, circular movement. The pan is tilted slightly so that the lightweight sand slips over the edge. Water is added as needed, and the process is repeated.

READING

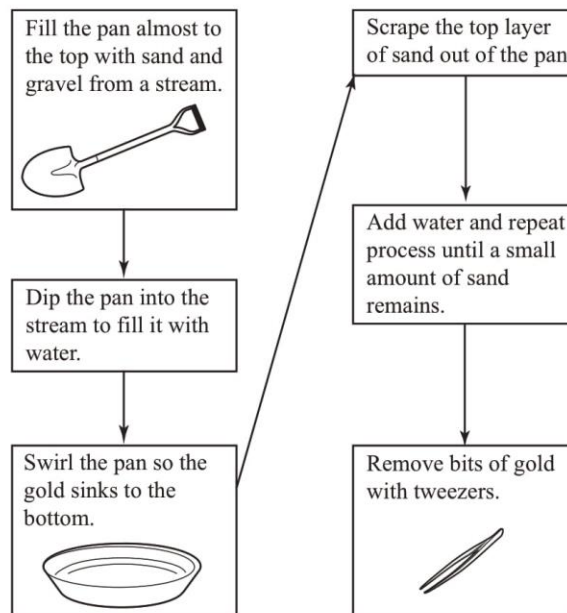
Soon only a small part of the pan will be covered with concentrated material of what appears to be black sand. The swishing motion will spread the sand out in a feather pattern. The bits of material at the tail end of the feather are called **tailings**. This is where the gold bits can be found.

Is It Gold?

The black sand is called magnetite because of its magnetic properties. By using a magnet, the sand can be picked up and moved out of the pan. What gold panners hope to see left behind are flakes of gold. These can be tiny specks or larger flakes the size and shape of breakfast cereal. But people can be tricked by the matter that twinkles like a crystal. This is probably “**fool’s gold**.” The gold they want is yellow with a sheen to it.

Tweezers are used to pick out the gold flakes and place them in a container. Now the gold miner is ready to dig up another shovelful of gravel and begin the process all over again.

What if he didn’t find any gold? He shouldn’t give up. Even the best miners didn’t find precious metal in every pan. But like the miners of today who enjoy panning, the forty-niners knew that there was still gold in those hills.

How to Pan for Gold

READING

9. What message is suggested by the title of the passage?
- A. Gold is found in small piles.
 - B. Most hills are gold in color.
 - C. Only large nuggets of gold can be found.
 - D. Gold remains in some mountains.
10. Why was the experience referred to as the Gold Rush?
- A. People rushed to stake a claim for the gold.
 - B. It was named after the person who first discovered gold.
 - C. Water rushed over the gold during panning.
 - D. Rushing water carried gold over waterfalls.
11. According to the passage, where is the best place to find gold?
- A. larger streams
 - B. lakes
 - C. smaller streams
 - D. ponds
12. Which characteristic of gold allows it to be found in the panning process?
- A. It is soft.
 - B. It is magnetic.
 - C. It is light.
 - D. It is heavy.

READING

13. What does the word **tailings** mean as used in the passage?

- A. following another car too closely
- B. bits of material found in the bottom of a pan
- C. the longest feather on a bird's tail
- D. what is found in the bottom of the bird cage

14. What is **fool's gold**?

- A. gold discovered by special miners
- B. foolish people who pan for gold
- C. bits that twinkle like a crystal but are not gold
- D. gravel and gold mixed together

15. What is the last step in the panning process?

- A. Tip the pan slightly to float out grass and leaves.
- B. Remove gold flakes with tweezers.
- C. Scoop a shovel full of gravel into the pan.
- D. Use a magnet to remove magnetite.

Grade 6 Practice Test Answers

1. A
2. B
3. B
4. A
5. C
6. D
7. C
8. C
9. D
10. A
11. C
12. D
13. B
14. C
15. B

Appendix 6: Interview Questions (in English and Turkish)

1. Talk about the process of pre-reading activities conducted in Turkish/English in CS (communication skills) lessons. Conducted pre-reading activities in Turkish/ English was ... (İletişim becerileri dersinde okuma öncesi aktivitelerin Türkçe veya İngilizce yapılmasından bahseder misin? Türkçe/ İngilizce yapılan okuma öncesi aktiviteler...)
 - a. Normal. I think all activities conducted in English for me is normal because I was familiar with the process of the lesson in that way so I could be participant actively during the lesson. (Normaldi. Aktivitelerin İngilizce olmasının normal olduğunu düşünüyorum çünkü dersin bu şekilde işlenmesine aşinayım ve ders boyunca katılımcı olabildim.)
 - b. Interesting. It was different experiment for me because I am not familiar with the process of the lesson in that way and using Turkish in English lesson, so it was strange. (İlginçti. Benim için değişik bir deneyimdi çünkü dersin bu şekilde işlenmesine ver derse Türkçe kullanılmasına aşina değilim bu yüzden tuhaftı.)
 - c. Undecided. The reasons of being undecided are that I was not interested in activities and English as well. Therefore, I did not care whether pre-reading activities were conducted in Turkish or English. I do not have any comments towards the lessons. (Kararsızım. Dersle -İngilizceyle- ve etkinliklerle ilgilenmediğim için kararsızım. Okuma öncesi aktivitelerin Türkçe veya İngilizce yapılmasını umursamıyorum. Derse dair herhangi bir yorumum yok.)
2. How did you feel as general in CS (communication skills) lessons in this term? (Bu dönem genel olarak İletişim Becerileri dersinde nasıl hissettiniz?)
 - a. Comfortable. The reasons of feeling comfortable are that I could express myself comfortably, I enjoyed pre-reading activities and I could understand all the activities and texts during the lesson. (Rahat. Kendimi rahatça ifade edebildim, okuma öncesi aktivitelerden zevk aldım ve ders boyunca tüm aktiviteleri ve metinleri anlayabildim.)

- b. Bored. The reasons of feeling bored are that activities in Turkish/English were illogical, unnecessary and boring. I did not enjoy pre-reading activities and texts during the lesson. (Sıkılmış. Aktivitelerin Türkçe veya İngilizce yapılması mantıksız, gereksiz ve sıkıcıydı. Dersteki okuma öncesi aktivitelerden ve metinlerden hiç hoşlanmadım.)
- c. Undecided. The reasons of being undecided are that I was not interested in activities and English as well. Therefore, I did not care whether pre-reading activities were conducted in Turkish or English. I do not have any comments towards the lessons. (Kararsızım. Dersle -İngilizceyle- ve etkinliklerle ilgilenmediğim için kararsızım. Okuma öncesi aktivitelerin Türkçe veya İngilizce yapılmasını umursamıyorum. Derse dair herhangi bir yorumum yok.)

3. Would you like to be a participant in similar studies in the future?

İleride benzer çalışmalarda katılımcı olmak ister misin?

- a. Yes (Evet)
- b. No (Hayır)
- c. May be, it depends on conditions (Şartlara bağlı olarak belki)

4. Do you have any problems, comments, suggestions?

(Son olarak yapılan çalışma ve süreçle ilgili eklemek veya söylemek istediğin başka bir şey var mı?)

Appendix 7: The Experimental Group Participants' Comments or Suggestions about The Process of The Study (in Turkish and English)

Deney Grubu Katılımcılarının Görüş ve Önerileri

Katılımcı X¹:

A: Son olarak yapılan çalışma ve süreçle ilgili eklemek veya söylemek istediğin başka bir şey var mı?

K: İletişim becerileri dersimiz bu dönem oldukça eğlenceliydi çünkü derslerin Türkçe işlenmesi benim derste soruları daha kolay cevaplamamı sağladı ve bu durum beni çok mutlu etti. İngilizce dersinde başarısı düşük olan gruplarda veya benim gibi derse karşı ön yargısı olan kişiler için etkili bir çalışma oldu. Teşekkürler.

A: Soracaklarım bu kadardı. Bana vakit ayırarak araştırmama sağladığın katkılardan dolayı teşekkür ederim.

Katılımcı X²:

A: Son olarak yapılan çalışma ve süreçle ilgili eklemek veya söylemek istediğin başka bir şey var mı?

K: İngilizce dersi bana göre biraz zor ve sıkıcı bir dersti ancak bu dönem dersin bir kısmını Türkçe işlemek ve okuyacağımız parçaya dair ön bilgiler edinmek derse karşı ilgimi arttırdı ve derse katılımımı arttırdı. Bence ikinci dönem de ders bu şekilde işlenmeli.

A: Soracaklarım bu kadardı. Bana vakit ayırarak araştırmama sağladığın katkılardan dolayı teşekkür ederim.

Katılımcı X³:

A: Son olarak yapılan çalışma ve süreçle ilgili eklemek veya söylemek istediğin başka bir şey var mı?

K: Genel olarak İngilizceyi seviyorum, hatta İngilizce şarkı dinleyip dizi de izliyorum ama dersleri kolayca anlamıyorum ve bu yüzden genelde başka şeylerle ilgilenmeyi tercih ediyordum. Bu dönem metinleri okumadan önce Türkçe soruları cevapladığımız için kendimi daha iyi ifade ettim bu yüzden bu dönem başka bir şeyle ilgilenmeme gerek kalmadı. Umarım önümüzdeki dönemde de bu şekilde işleriz dersi. Bu kadar.

A: Soracaklarım bu kadardı. Bana vakit ayırarak araştırmama sağladığın katkılardan dolayı teşekkür ederim.

Katılımcı X⁴:

A: Son olarak yapılan çalışma ve süreçle ilgili eklemek veya söylemek istediğin başka bir şey var mı?

K: İşlediğimiz kitap oldukça basit ve eğlenceliydi. İletişim becerileri dersine karşı başta önyargım vardı ama bazı aktivitelerin Türkçe işlenmesi benim ilgimi arttırdı. Artık önyargılı değilim, bu katkınızdan dolayı teşekkür ederim.

A: Soracaklarım bu kadardı. Bana vakit ayırarak araştırmama sağladığın katkılardan dolayı teşekkür ederim.

Katılımcı X⁵:

A: Son olarak yapılan çalışma ve süreçle ilgili eklemek veya söylemek istediğin başka bir şey var mı?

K: İngilizcenin hayatımızın her alanında olmasını sevmiyorum, bu yüzden bize zorla İngilizce öğretmeye çalışıyorlar. Aslında İngilizceye ilgim yok ama bu dönem derste Türkçe kullanmamıza izin verilmesi benim için ilginç bir deneyim oldu ve ben bu durumdan mutlu oldum. Artık biraz da olsa İngilizceyi seviyorum. Hatta, daha önce neden bu şekilde diye işlenmedi dersler diye de düşünmüyordum değilim.

A: Soracaklarım bu kadardı. Bana vakit ayırarak araştırmama sağladığın katkılardan dolayı teşekkür ederim.

This set of the dialogue is the translated version of Appendix-7.

Participant X¹:

R: Lastly, do you have any additional comments or suggestions about the process and the study?

P: The communication skills lesson was funny in this term. Some activities were conducted in Turkish, which provided me answer to the questions easily, so it made me happy. This study was effective on the prejudiced students with low success like me.

R: That's all I'm going to ask. Thank you for your contributing and spending time for the study.

Participant X²:

R: Lastly, do you have any additional comments or suggestions about the process and the study?

P: English lesson was boring and difficult a bit for me. However, some activities were conducted in Turkish provided me obtain prior knowledge and be more interested in the lesson. Thus, I could be participant more. I think the lesson should be conducted in the same way in the next term.

R: That's all I'm going to ask. Thank you for your contributing and spending time for the study.

Participant X³:

R: Lastly, do you have any additional comments or suggestions about the process and the study?

P: I generally like English and I listen to the song and watch the series in English. However, I cannot understand the lessons easily, so I prefer to be interested in different things. I could

express myself easily because we answered the questions in Turkish before reading the text during the communication skill lessons so I wasn't interested in different things in this term. I hope the next term lessons will be conducted in the same way. That's all.

R: That's all I'm going to ask. Thank you for your contributing and spending time for the study.

Participant X⁴:

R: Lastly, do you have any additional comments or suggestions about the process and the study?

P: The book that we used was very easy and funny. Firstly, I was prejudiced against the communication skills lessons but then I started to be interested in the lesson because of some activities conducted in Turkish. I'm not prejudiced anymore. Thanks for your contributing.

R: That's all I'm going to ask. Thank you for your contributing and spending time for the study.

Participant X⁵:

R: Lastly, do you have any additional comments or suggestions about the process and the study?

P: I don't like English to be in all part of our lives and thus English is tried to be taught by force. Actually, I'm not interested in English but allowed to use Turkish in this term was interesting experiment for me and it made me happy. I like English a bit anymore. Moreover, I sometimes think the reason why the lesson has not been conducted like it before.

R: That's all I'm going to ask. Thank you for your contributing and spending time for the study.

Appendix 8: The Control Group Participants' Comments or Suggestions about The Process of The Study (in Turkish and English)

Kontrol Grubu Katılımcılarının Görüş ve Önerileri

Katılımcı X⁶:

A: Son olarak yapılan çalışma ve süreçle ilgili eklemek veya söylemek istediğin başka bir şey var mı?

K: İntegrate kitabı öğretici ve eğlenceliydi. Dersi İngilizce işlerken yeni kelimelerin telaffuzlarını öğrendim ve bu benim telaffuzumu geliştirdi. Ünite başındaki soruları İngilizce cevaplardan ilk başlarda çok zorlandım ama çalışmaya başlayınca 3. Üniteden itibaren kolaylıkla derse adapte oldum. Derste Türkçe konuşmanın yasak olması İngilizcemi zorla da olsa geliştirdi.

A: Soracaklarım bu kadardı. Bana vakit ayırarak araştırmama sağladığın katkılardan dolayı teşekkür ederim.

Katılımcı X⁷:

A: Son olarak yapılan çalışma ve süreçle ilgili eklemek veya söylemek istediğin başka bir şey var mı?

K: İngilizce dersini çok seviyorum. Evde annemle de İngilizce konuşmaya çalışıyorum. Bu yüzden derslerin tamamen İngilizce işlenmesi beni çok etkilemedi ancak yeni kelimeleri ve nasıl telaffuz edileceğini öğrendim. Ünite başındaki soruları evde çalışıp geldiğim için araştırma yapma ve kendi fikirlerimi İngilizce olarak arkadaşlarımla paylaşma imkânı bulduğum için teşekkür ederim.

A: Soracaklarım bu kadardı. Bana vakit ayırarak araştırmama sağladığın katkılardan dolayı teşekkür ederim.

Katılımcı X⁸:

A: Son olarak yapılan çalışma ve süreçle ilgili eklemek veya söylemek istediğin başka bir şey var mı?

K: Derste Türkçenin yasak olması aslında biraz beni ilk başlarda strese soktu ancak zamanla ünitenin içindeki aktivitelere adapte oldum. Bu dönem İngilizce kelime bilgim ve soruları İngilizce cevaplama yeteneğim gelişti. Ancak, derste tamamen İngilizce konuşacak olma fikri beni geriyor.

A: Soracaklarım bu kadardı. Bana vakit ayırarak araştırmama sağladığın katkılardan dolayı teşekkür ederim.

Katılımcı X⁹:

A: Son olarak yapılan çalışma ve süreçle ilgili eklemek veya söylemek istediğin başka bir şey var mı?

K: Bu dönem yeni kelimelerin resimlerle gösterilerek eş veya zıt anlamlarını da İngilizce öğrenmek benim kelime dağarcığımı geliştirdi. Derste tamamen İngilizce konuşmak benim için biraz sıkıcı olsa da ünite konularımı dikkatimi çektiği için elimden geldiğince katılmaya çalıştım.

A: Soracaklarım bu kadardı. Bana vakit ayırarak araştırmama sağladığın katkılardan dolayı teşekkür ederim.

Katılımcı X¹⁰:

A: Son olarak yapılan çalışma ve süreçle ilgili eklemek veya söylemek istediğin başka bir şey var mı?

K: İngilizceyi sevmiyorum. Derslerin tamamen İngilizce olması da çok sıkıcıydı. Basit ifadeler ve birkaç yeni kelime dışında bana bir katkısı olmadı. Bence İngilizce dersi seçmeli olmalı ve sevmeyenler İngilizce dersine katılmamalı.

A: Soracaklarım bu kadardı. Bana vakit ayırarak araştırmama sağladığın katkılardan dolayı teşekkür ederim.

Katılımcı X¹¹:

A: Son olarak yapılan çalışma ve süreçle ilgili eklemek veya söylemek istediğin başka bir şey var mı?

K: Bu dönem İletişim becerileri dersinin tamamen İngilizce olması ve Türkçe konuşmanın yasak olması beni mutsuz etti. İngilizceyi sevmediğim ve hiçbir şey anlamadığım için derse çok katılamadım. Sadece daha önceden bildiğim birkaç konu hakkında konuşmaya çalıştım ancak derslerde zorlandığımız yerde Türkçe konuşabilseydik veya öğretmenimiz bize Türkçe açıklama yapsaydı daha faydalı olacağını düşünüyorum. Umarım ikinci dönem derslerde Türkçe kullanılmasına izin verilir.

A: Soracaklarım bu kadardı. Bana vakit ayırarak araştırmama sağladığın katkılardan dolayı teşekkür ederim.

This set of the dialogue is the translated version of Appendix-8.

Participant X⁶:

R: Lastly, do you have any additional comments or suggestions about the process and the study?

P: The book *Integrate* was didactic and funny. While the lesson was been conduction in English, I could learn how to pronounce new-words and it provided me improve my pronunciation. While answering the questions in the beginning of the units, using English made me answer difficulty. However, I started to study, and I adapted to answer the questions from the 3rd unit. The fact that it was forbidden to use Turkish in the lesson improved my English by force.

R: That's all I'm going to ask. Thank you for your contributing and spending time for the study.

Participant X⁷:

R: Lastly, do you have any additional comments or suggestions about the process and the study?

P: I like English lessons. I try to speak English with my mother at home. Thus, this process didn't affect me, but I learnt new words and their pronunciation. While studying pre-questions at home, I found a chance to search new information. Thank you for providing me share my opions with my friends in English.

R: That's all I'm going to ask. Thank you for your contributing and spending time for the study.

Participant X⁸:

R: Lastly, do you have any additional comments or suggestions about the process and the study?

P: Forbidden to use Turkish in the lesson made me stress at the beginning of the term but I adapted to the activities over times. My English vocabulary knowledge and my ability to

answer the questions in English were improved in this term. However, use English completely has made me still stress.

R: That's all I'm going to ask. Thank you for your contributing and spending time for the study.

Participant X⁹:

R: Lastly, do you have any additional comments or suggestions about the process and the study?

P: New words shown via pictures were taught me with synonyms or antonyms and it made my vocabulary knowledge improved. Even though use of English completely in the lessons was boring for me, I tried to be participant more for the interesting subjects.

R: That's all I'm going to ask. Thank you for your contributing and spending time for the study.

Participant X¹⁰:

R: Lastly, do you have any additional comments or suggestions about the process and the study?

P: I don't like English. All the parts in English were so boring, either. There were no contributions for me except for my learning simple phrases and few words. I think English should be elective and ones who dislike English should not to be participant in the lesson.

R: That's all I'm going to ask. Thank you for your contributing and spending time for the study.

Participant X¹¹:

R: Lastly, do you have any additional comments or suggestions about the process and the study?

P: The communication skills lesson conducted in English and forbidden to use Turkish in the lesson made me unhappy this term. I was not a good participant since I don't like English and I could not understand anything. I just tried to be a participant for some subjects that I have information before. However, I think if we had used Turkish or our teacher had explained in

Turkish when we had difficulty to understand, it could be more useful. I hope it will be allowed to use Turkish next term.

R: That's all I'm going to ask. Thank you for your contributing and spending time for the study.



Appendix 9: Pre-test Results

```
T-TEST GROUPS=group(1 2)
/MISSING=ANALYSIS
/VARIABLES=score
/CRITERIA=CI(.95).
```

T-Test

Notes		
Output Created		30-OCT-2018 00:35:19
Comments		
Input	Data	C:\Users\Dream Catcher\Desktop\pre_test_data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	33
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=group (1 2) /MISSING=ANALYSIS /VARIABLES=score /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.21

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
score	control	15	6.00	1.648	.425
	experimental	18	5.72	1.674	.394

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
score	Equal variances assumed	.233	.633	.478	31
	Equal variances not assumed			.479	30.100

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence ... Lower
score	Equal variances assumed	.636	.278	.581	-.907
	Equal variances not assumed	.636	.278	.580	-.907

Independent Samples Test

		t-test for Equality of Means
		95% Confidence Interval of the ...
		Upper
score	Equal variances assumed	1.463
	Equal variances not assumed	1.462

Appendix 10: Post-Test Results

```
T-TEST GROUPS=group(1 2)
/MISSING=ANALYSIS
/VARIABLES=score
/CRITERIA=CI(.95).
```

T-Test

[DataSet1] C:\Users\Aysem Oktem\Desktop\post_test_dataaa.sav

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
score	control	15	6,60	1,765	,456
	experimental	18	7,44	2,332	,550

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
score	Equal variances assumed	1,365	,252	-1,153	31
	Equal variances not assumed			-1,183	30,756

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence ..
					Lower
score	Equal variances assumed	,258	-,844	,732	-2,338
	Equal variances not assumed	,246	-,844	,714	-2,301

Independent Samples Test

		t-test for Equality of Means
		95% Confidence Interval of the ...
		Upper
score	Equal variances assumed	,649
	Equal variances not assumed	,612

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English Language and Teaching

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Çanakkale Onsekiz Mart University
English Language and Literature

EXPERIENCES

- | | | |
|-------------------------------|---|---|
| 20.06.2019- 03.07.2020 | : | Antalya American Culture Language School (Teacher) |
| 04.07.2018- 19.03.2019 | : | Burdur Bahçeşehir College (Teacher) |
| 13.11.2017-30.04.2018 | : | Burdur Britishtown Language School (Teacher) |
| 02.07.2015- 30.09.2017 | : | Antalya American Culture Language School (Teacher) |
| 12.04.2015- 27.04.2015 | : | Çanakkale Avustralia Consulate (Translator) |
| 29.07.2011- 16.08.201 | : | Antalya Verbakel Bomkas Company (Intern Translator) |

PRESENTATIONS

“Writers in Their Texts : F. Dostoyevsky& H.E.Adivar”, *Third Undergraduate Conference on Anglo-American Literature : Madness in Literature and Art* Ankara Bilkent University, 12-13 April 2016.

“Teaching English as a Foreign Language and Role of Mother Tongue in the Classroom”, *Third International Symposium on Language Education and Teaching*, Roma Tre-University/ Italy, 20-23 April 2017.

“A Woman Against Patriarchy in the Victorian Age and The Yellow Wallpaper”, *Fourth International Language, Culture&Literature Symposium*, Antalya Akdeniz University, 17-18 May 2018.

